

Governor Monitoring Visit Report

Safeguarding

The Ofsted framework 2015 indicates that inspectors will only 'drill down' into some more detailed aspects of safeguarding if in the course of the inspection, concerns are raised about the robustness of safeguarding. However, it is still recommended that governors continue to monitor this area in depth.

Name	Sharon Maskrey-Brown
Date of Visit	17/1/17 & 19/1/17
Focus of Visit	Safeguarding
Purpose of Visit	Annual Safeguarding visit
Links with School Improvement	
Classes/staff visited	Business Manager, Office Staff, staff & pupils
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.	

Legal Policies and Documents	Date last updated
Child protection policy	24/10/16
Health and safety policy	28/9/15
Behaviour and discipline policy – no policy*	*We follow LA procedures and guidance
Policy re allegations against staff policy - no policy*	*We follow LA procedures and guidance see Children Safe in Education. Safeguarding & child protection
Race equality policy – now Equality	Equality 28/9/15
Disability equality policy – now Equality	
Single Central Record (document)	Updated daily if required

Other related recommended/ relevant policies	Date last updated
Safeguarding policy	24/10/16
Safer recruitment policy – no policy*	*We follow LA procedures and guidance also see Safeguarding & Child Protection & Keeping Children Safe in Education
Induction policy – no policy*	*We follow LA procedures and guidance also see Safeguarding & Child Protection & Keeping Children Safe in Education. - We have an Induction Procedure & Pack – carried

	out in school for all new staff, governors, volunteers etc.
Anti-bullying policy (including cyber bullying and homophobic bullying)	10/3/16 – being reviewed for 20/2/17
E-safety policy (which incorporate an acceptable usage policy)	1/11/10 – being reviewed for Summer term 2017
Physical intervention policy	10/3/16
Whistleblowing policy	28/9/15
Teaching, Learning and Curriculum policy – should provide a broad and balanced curriculum, and actively promote community cohesion	27/06/16

This part of the monitoring visit is not in as much detail as a health and safety visit would be in specific areas, but it should give governors an overview of the whole subject of safeguarding.

	Comments/ dates:
Are risk assessments in place for all buildings/ rooms and for the grounds? When were they last updated and have previous recommendations been followed up?	Reviewed in September 2016 - see Start of Year folder, Information for Staff – CB to read/sign All work following the Full Local Authority H&S audit on 8/5/16 have been carried out
Has there been a risk assessment completed for each school trip that has taken place in the last year?	All risk assessments in place for trips, supported by class trip folders Also see Start of Year information filed in the Health, Safety and Wellbeing Folder
Does the school appear to be safe and secure? Walk the site inside and out to check for any areas of concern. Sample fire extinguishers and portable appliances to ensure they have been checked annually, ensure fire escape routes are clearly marked and fire doors are kept clear. Are any doors unlocked/ open that could pose an unacceptable risk to security?	See Premises Checks Folder and Premises Register - Servicing for records/paperwork Playground duty – at least 2 staff in each playground Portable appliances checked on 9/1/17 Fire Extinguishers – February 2016 All fire exits clearly marked and routes are clear
Are visitors checked in and out of the building? Are procedures for signing in and out robust? Are there procedures for visually identifying these visitors once in the building that are good enough, so that any potential intruders can be challenged?	Yes – only admittance through main front door, following office check Visitors are required to sign in and unknown visitors and those without appointments are asked for ID and not allowed access to the school unless staff are satisfied of the legitimate reason for the visit If an unknown visitor the inner door can be secured until ID established See signing in log in foyer. Visitors are accompanied around the building. Contractors are introduced to staff when they arrive to carry out work – we use Local Authority contractors.

	Comments/ dates:
Have termly fire drills been carried out?	See Premises Checks Folder Summer term 2015/2016 – this was missed Spring term 26/2/16 – 2.5 mins exit. slight delay due to PE A drill was carried out on 8/9/16 – 1.36mins exit. Sand tray lids blew off in wind hampering escape route– trays moved to different position - monitor
Are the records kept for servicing fire extinguishers, emergency lighting, checking water tanks, sampling the chlorine level in swimming pools etc. up to date?	See Premises Register – Servicing Fire Extinguishers February 2016 Emergency Lighting - January 2016 No Swimming Pool. Water Tank removed. Maintenance arranged and scheduled by Property Services

Single Central Record of Recruitment and Vetting Checks (SCR)

The SCR must include the following information.

- an identity check;
- a barred list check; - **this is automatically carried out by the Local Authority online DBS checking service**
- an enhanced DBS check/ certificate;
- a prohibition from teaching check;
- a section 128 check (for management positions in independent schools (including free schools and academies)) – **see DBS folder**
- further checks on people who have lived and worked outside the UK;
- a check of professional qualifications: and
- a check to establish the person's right to work in the United Kingdom

The SCR must indicate whether particular checks are required and when and by whom each check was carried out, for example, the identify check, the qualification check and the DBS check. It might be a good idea to jointly do this SCR check with the person responsible for updating it, so that they can clarify any issues which arise.

	Checked
Is a single central record (SCR) of staff in place?	Yes
Does the SCR indicate that identity checks have been carried out and by whom? Note: although good practice, it is not required to show addresses on the SCR.	All checks carried out
Is there evidence on the SCR that all teachers have been checked against the Children's Barred List? (If a teacher has an enhanced DBS disclosure in place, they have been checked against the Children's Barred List.)	All staff have enhanced DBS checks
Is there evidence that all staff directly employed since March 2002, and who have not had continuity of employment, have been DBS checked, if they have regular contact with or unsupervised access to children?	All staff have been DBS checked. School policy is to re-check every 4 years.
Have all staff appointed since 12 May 2006 (September 2003 for academies), whether or not they have regular contact with children, been DBS checked, unless they have continuity of employment?	All staff have been DBS checked.

In all schools and academies have all governors had an enhanced DBS check and identity check?	All governors have enhanced DBS checks. A 4 yearly re-check is carried out when appropriate
Does the SCR include evidence that supply teachers have been checked against the Children's Barred List and have an enhanced DBS disclosure? Note: in the case of agency staff it is sufficient that the employer has provided written confirmation that the required checks have been carried out. There is no requirement for separate or individual dates when these checks were done or the names of those who carried out the checks.	Check Sue G DBS – 2013 - new DBS dated 2014 Sue will bring at her next visit. All supply staff have enhanced DBS checks
Does the SCR include all others who have been chosen by the school to work regularly or intensively with children, for example volunteers (including governors who work as volunteers) within the school?	All volunteers/governors have enhanced DBS. 1 example of new application.
Does the SCR record the date when the DBS or Children's Barred List check was carried out (and who carried out the check) except in the case of agency staff?	Yes
In a primary school does the SCR record that a Childcare Disqualification declaration has been completed?	Yes

Does the SCR record qualifications – where the qualification is a requirement of the job, for example those posts where a person must have Qualified Teacher Status (QTS) or National Professional Qualification for Headship (NPQH)?	Yes
Does the SCR record evidence of 'right to work' in the United Kingdom and suitability checks for those who are not nationals of a European Economic Area country who were recruited after 1 January 2007?	Yes – Passports and birth certificates on file

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Who is the designated safeguarding lead (DSL) for child protection? Who undertakes this role when the DSL is not available? It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding lead(s),	DSL's – Sue Ward, Louise Elliott, Linda Foster

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>When did the most recent training take place for the DSL? This must be within the last two years. What training has the reserve or deputy DSL had?</p> <p>In addition to their formal training, which should be updated every two years, have the DSL's skills and knowledge been updated (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role?</p>	<p>Sue Ward – 1/10/15 – due this year Louise Elliott – 28/9/16 Linda Foster - 02/10/14 – training booked for 8/2/17 Whole School Staff training - 23/03/2016 See Start of Year Folder H&S circulated documents folder – up to date and dated</p>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>When did the last training for all other staff last take place?</p> <p>Do all staff members receive appropriate safeguarding and child protection training which is regularly updated?</p> <p>Do all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively?</p> <p>Have all staff read and understood at least Part One of the statutory guidance 'Keeping children Safe In Education' (DfE, 2016) and have staff working directly with children read the additional information contained in Annex A of this document? How does the school ensure that nobody is missed out when safeguarding training takes place e.g. due to absence on the day of training/ part-time staff etc.? Does the school have evidence of when safeguarding training has taken place and also evidence of what the school did to ensure that staff who were absent have been trained too?</p>	<p>Whole School Staff training - 23/03/2016</p> <p>Safeguarding training logged on Single Central Record</p> <p>See H&S circulated documents folder for regular updates</p> <p>All staff have read Keeping Children Safe in Education 2016 – see circulated documents</p> <p>Yes – all staff have seen, read and signed.</p> <p>Keep a record on the SSR and any new members of staff are trained as part of induction. Safeguarding and Child Protection is an agenda item at all staff meetings.</p> <p>Safeguarding and Child Protection information is circulated to all staff and signed/dated.</p> <p>At the moment we have 2 maternity cover teachers who require training which will take place as part of induction</p>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Which members of the staff and governors have undertaken the safer recruitment training? Have sufficient members undertaken the training to ensure that safe recruitment procedures are being followed. Check that these procedures are in place regarding the take up of references etc.	Linda Foster – February 2014 Sharon Maskrey-Brown – February 2014 Sue Ward – 23/1/17 See recent Maternity cover posts – evidence of safe recruitment protocol followed.
Does the school's log show of any incidents of bullying and/ or harassment in the last 12 months? Is there evidence that these have appropriately followed up? Do the same names appear more than once? Do any pupils being bullied have anything in common?	None since March 2015 – this incident was assessed in last years safeguarding checks and was found to have been dealt with satisfactorily and according to policy.
Does the school's log of racist incidents show any records in the last 12 months? Is there evidence that these have been appropriately followed up? Do the same names appear more than once?	1 incident Autumn term 2016/2017. Paperwork on file, dealt with by Sue Ward – no specific follow up required but the situation is being monitored. This was the first incident recorded since 2007.

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>The school should record both minor accidents and more serious ones (which should be recorded in more detail on an official form). Are the procedures for recording both minor and more serious accidents sound and are the methods for contact with parents appropriate to the age of the pupils in the school? For example, in a primary school there may be 'accident notes' for pupils to take home for parents after very minor injuries. For more serious injuries such as a 'bump to the head' how does the school know that the parent or carer was informed? Is there any pattern to where or how accidents are occurring?</p>	<p>See accident Folder All accidents are logged as they happen. Evidenced during the safeguarding check was taking place. Additional protocol for bumped heads and injury near the eye. Improvement made to parent notification by introducing wrist bands for bumped heads. A text message & a letter is sent to key contact for bumped heads and injury near eye. Any pattern in accidents occurring are discussed at the governor H&S meeting.</p>
<p>Can the school demonstrate that actions following any concerns raised about a pupil have followed correct guidelines and that the subsequent impact of any actions has been supportive to the pupil concerned? N.B. no pupils' names should be discussed and any records shown should have the identity of the child removed.</p> <p>If the Child Protection Policy gives examples of forms that staff complete when they have a concern about a child, are these being completed and procedures followed?</p>	<p>See Child Protection Folder If there is an incident a report form is completed, passed to a DSL immediately. The incident is logged and one or more of the DSL's will decide on appropriate action, which will include monitoring the situation and sharing with staff and protocol is followed to decide on escalation.</p>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Does the school appear to work well with a range of agencies and are all important telephone calls e.g. to social services logged in writing for the school's own use? Are records securely locked away?	See Child Protection Folder We deal directly with First Response at the Local Authority Examples given of outside agencies contacting school with issues which are noted in the log Records are locked in office cabinet
Is the absence of 'at risk' pupils being monitored? Does the school have a method for following up the absence (on the first day of absence) for any pupil in case parents are not aware of their child's absence? Does the school feel that this system is effective? If not why not and how could it be improved?	See Attendance Folder Every child's absence is monitored termly reports are produced. If there is an issue the attendance policy is followed. The involvement of an external agency has improved the attendance policy management. We monitor all our pupil attendance including any that may be at risk of their attendance falling below 95%.
Who is the designated teacher for looked after children? How do they work with the DSL? Do they have the skills, knowledge and understanding to keep looked after children safe?	Sue Ward is the designated teacher for LAC. We do not have any Looked After Children in school at this time. Information is available on LTS (EIS)
Ask to have a very brief discussion with 2 or 3 staff who have different roles in the school. Do these staff understand and follow 'routes' for concerns regarding child protection? Do they know who the DSL is, who to talk to in their absence and what forms (if appropriate) they should complete from the child protection policy? Do they feel that the training they have received has adequately prepared them for knowing what to look out for and how to proceed if they have a concern?	Discussion with DSL – Linda Foster who explained the process and protocols for reporting and managing safeguarding issues. Discussion with Julia Picken & Paul Kedwards who explained who the DSL's are and what procedures they would follow should a safeguarding issue arise.

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>Evaluate the Child Protection Policy. Does it set out a clear framework for how the staff can link in well with other policies, such as bullying or physical intervention? Does it include a section on peer on peer abuse, including the procedures to deal with sexting?</p> <p>Does it set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of abuse? Does it make it clear who are the designated members of staff?</p> <p>Does it indicate how the policy will be implemented, monitored and evaluated? Is the Child Protection Policy updated on a regular basis to include DfE updates in safeguarding guidance? Does it indicate how parents or carers will be made aware of the policy and relevant procedures?</p>	<p>We use the Local Authority Safeguarding and Child Protection policy Page 5 - Safeguarding in the Curriculum</p> <p>Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and in the wider curriculum:-</p> <ul style="list-style-type: none"> Bullying/Cyberbullying Drugs, alcohol and substance abuse E Safety / Internet safety Stranger danger Fire and water safety Road safety Domestic violence / Relationships / Consent so called Honour Based Violence issues (HBV) e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6), Sexual exploitation of children (CSE) Extremism and Radicalisation (see Appendices 4 and 5) <p>Page 9 - Peer on Peer Abuse deals with Sexting</p> <p>The Policy sets out responsibilities & expectatiions of staff and other adults clearly. The school has robust reporting procedures and protocols. Safeguarding and Child Protection Policy lists the DSL's – page 3</p> <p>Policy is updated by the Local Authority on a regular basis including DfE updates.</p> <p>The policy and other relevant policies are on the school website and bi-annual safeguarding reminders are sent to parents in the school newsletter</p>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>How are children taught about safeguarding, including online, through teaching and learning opportunities in the curriculum? What examples do they school have of recent issues covered through PSHE or SRE? How is the promotion of British values being addressed in the curriculum?</p>	<p>See our website http://www.newburland.leics.sch.uk/page/?title=British+Values&pid=152</p> <p>Children are taught about safeguarding and British Values are promoted as follows, including recent issues covered: -</p> <ul style="list-style-type: none"> • Warning Zone trip • Anti bullying award • Assembly themes • Anti-bullying week- includes online safety • SRE education • Involvement in risk assessment – Beaumanor Hall • PSHCE themes - war and suffering, refugees, Kayleigh Haywood • Learning habits established in all classrooms reinforce British values • RE- study of other cultures and religions • Use of stories • Forest schools • Drugs education • Police visits • Charity work • Cycling • Road safety

<p>How is the school fulfilling its responsibilities under the Prevent duty?</p> <p>Does the safeguarding and child protection policy specify how the school will identify pupils at risk, appropriate interventions, and where help can be accessed?</p> <p>Have staff received specific training? Staff should be trained to identify those potentially at risk, and be able to challenge extreme beliefs and ideologies and know where to get additional help if necessary.</p>	<p>Promoting British Values and Prevent Strategy are on the school website. Any outside providers are required to read and sign a Safeguarding/Safe Recruitment form including Prevent information.</p> <p>Safeguarding & Child Protection Policy Page 16 - Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.</p> <p>These include:</p> <ul style="list-style-type: none"> • Assessing the risk of pupils being drawn into terrorism – we have completed a Prevent Duty Risk Assessment/Action Plan on 25/4/16 • Working in partnership with relevant agencies under the LSCB procedures • Appropriate staff training • Appropriate online filtering <p>Staff undertook training on 24/9/15 by the Local Authority</p>
<p>ICT/e-safety policy – are there adequate filters in place to stop pupils from accessing inappropriate materials online? The appropriateness of any filters and monitoring</p>	<p>Prevent Duty Risk Assessment/Action Plan – section 6</p> <p>Filters have been put in place by Finch IT Solutions Ltd</p>

systems are a matter for individual schools and will be informed in part by the risk assessment required by the Prevent Duty.

Filtering issue in Class 3 on 15/11/16 – Child viewed inappropriate image whilst searching for information about Pompeii, the pupil took the laptop straight to the teacher. Incident reported to office immediately. Email with link to website sent to Finch IT Solutions. Search checked, the site is classified Entertainment/Travel which was not a blocked category. Finch IT have added the URL to the pupil blacklist & it is now blocked on all pupil computers. See ESafety Folder – incident logged and emails filed.

We have robust filtering in school provided by Finch IT Solutions Ltd in line with the Prevent Risk Assessment.

How does the school decide on its programme of visiting speakers – the school should have adequate protocols in place to ensure that visiting speakers to the school are adequately selected, supervised and challenged if necessary

Visiting Speakers - Checks include internet research, recommendation from other schools. Ensuring that the content and message is aligned with our ethos. Speakers/visitors are not left alone with children. Any inappropriate content would be challenged by members of staff.

Discussion with pupils

Some of these questions need careful consideration and any governor undertaking such discussion should ideally be the named governor for child protection, so that they have had relevant training and understand the importance of phrasing questions correctly. It should be explained to pupils that they should not name specific members of staff or other pupils, but should refer using generic terms such as 'one of the teachers....' or 'a girl in my class...' Make sure that you seek the views not only of the pupils in the discussion group, but also ask them to answer the questions with reference to other pupils in the school.

How well do the pupils feel that the school raises awareness regarding their personal safety when not in school? e.g. to help them to keep safe from strangers, when using mobile phones or the Internet, when crossing busy roads etc. through stories/ films in assembly, talks from visitors, lessons, discussions in class etc.

Ensure that new monitoring questions for pupils are included in the governors pupil survey.

See Pupil Survey 20/6/2016
Pupils thought that the adults in school do help them to make good choices about health. They mentioned food choices, exercise, not smoking and road safety. All knew how important food, exercise and playing safe are. Also the difference between good and bad drugs was mentioned Pupils thought that adults had helped them make good choices about sport, drinks, food and pointed out that posters could be found around the school about safety. Again they were clear about the importance of food, exercise, not smoking, road safety, drugs and playing safely. Bike ability was mentioned as positive activity
Internet/mobile phones will be discussed at next pupil survey

<p>How safe do pupils feel in school? What makes them feel safe, if not, what concerns do they have? Do they know the feelings of other pupils in the school? Do they know of any groups or individuals who have concerns?</p>	<p>Adults were seen as helping them to talk through problems and always there to support them. All years stated that if there were any problems then these get sorted out.</p> <p>Children felt safe at school and most very safe. They all felt safe on school trips. They highlighted road safety when asked about how the school helps them to learn about safety. They thought it was important to listen to the teacher to keep themselves safe.</p> <p>pupils felt they were very, very safe on school trips. They identified that the school does a lot to help them understand about safety with visitors including the police, and talks about fireworks and Halloween. Cycle training, road safety and life skills were mentioned.</p> <p>Pupil knew the concept of specific values such as respect and kindness. Pupils felt confident that the teacher will sort things out if someone is unkind / hurtful / nasty to someone in school.</p> <p>They know that if a person is nasty or unkind it will be sorted out.</p> <p>One pupil referred back to having felt worried when there was an escaped robber but knew that he was safe in school.</p>
<p>Have you or anyone you know at the school ever been bullied? If yes, what sort of things happened, how was it reported and how was it stopped? (Assuming that it was, if not find out why not, or if there are current concerns).</p>	<p>Pupils felt confident that the teacher will sort things out if someone is unkind / hurtful / nasty to someone in school.</p> <p>Pupils identified that they knew someone that had been bullied but that it was a different school.</p>
<p>How safe do pupils feel on the way to and from school? Are they happy to stay for after school clubs, does it concern them walking home in winter perhaps when it is dark? Do they feel safe on the school bus? Is behaviour generally good to and from school? If not, what are the problems? Are these referred to a member of staff?</p>	<p>They highlighted road safety when asked about how the school helps them to learn about safety. They thought it was important to listen to the teacher to keep themselves safe.</p>
<p>Does the School Council have any 'safety' items on its agenda? What are these and have they been involved with talking about any issues or making any improvements?</p>	<p>The School Council does not set agenda or take full minutes at this time.</p>
<p>Is there a peer support/ buddy scheme in school for new or vulnerable pupils? If so how does it work? Do you feel that it's any good? Tell me why it works/ does not work.</p>	<p>A buddy scheme is in place for new pupils. The school supports family values within the pupil set; they all actively look after each other. We feel it works well.</p> <p>Teaching staff, support staff and children are aware and tackle any issues.</p>

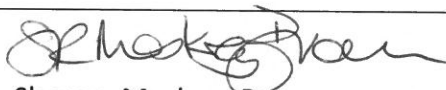
Do you feel that pupils adopt safe practices (including those with physical disabilities or special educational needs) for example in physical education or science and technology lessons? Do pupils generally follow the safety rules?	In 2015 this was discussed in depth – safety around physical activity including taught PE and behaviour in the playground. Children described being shown the correct way of using equipment and described regular reminders of safe practice.
Do pupils say that they know who to go to if they have a problem? Would they actually ask for help if necessary?	Adults were seen as helping them to talk through problems and always there to support them. All years stated that if there were any problems then these get sorted out.
How well do pupils say the school deals with their concerns?	Pupils were keen to share that if someone is horrible it is sorted out.
Ask an age appropriate question relating to preventing extremism and promoting British values. What is happening in the curriculum to equip pupils and keep them safe?	All pupils knew what respect means and felt that this includes making sure they listen to people. They thought they should show respect to everyone and treat other people like you want other people to treat you.

Was the information for doing this monitoring visit available, easily accessible and well organised?	All information was readily available and held securely when required.
--	--

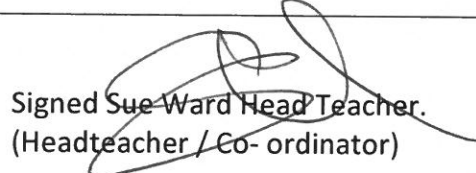
Overall, do you feel that the school is following its own policies for safeguarding albeit possibly with some attention to minor detail?	The school is aware of and following all the relevant Local Authority policies and have developed guidelines and policies where needed.
--	---

<p>Comments and Recommendations</p> <p>Start of Year Folder – H&S – 1 staff member not signed and read – to complete. To add to Whole School Staff Meeting Agenda as a standard item</p> <p>Fire Drill missed in summer 2015/2016 term – reminder added to monthly reminders to book Fire Drill date – and add to Staff Meeting agenda.</p> <p>DBS –1 supply with updated DBS to bring to school on next visit.</p> <p>Add pupil monitoring questions to the summer 2017 governor pupil survey.</p> <p>School Council to produce an agenda and full minutes in future – Linda to advise</p>
--

<p>Points requiring further discussion at full governors: Ensure all governors receive a copy of this monitoring document and for it to be an agenda item at the next meeting</p>
--



Signed – Sharon Maskrey Brown
(Chair of Governors)



Signed Sue Ward Head Teacher.
(Headteacher / Co-ordinator)

Signed – Linda Foster – Business Manager

