

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	18 th and 19 th January 2018
Focus of Visit	Safeguarding
Purpose of Visit	Annual Safeguarding Visit
Links with School Improvement	E Safety focus, PSHE element – mental health
Classes/staff visited	Business Manager, office staff
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	26/6/17
Health and safety policy	26/6/17
Behaviour policy	26/06/17
Policy re allegations against staff policy – *no policy	*we follow LA procedures and guidance, see Children Safe in Education, Safeguarding and Child Protection & Keeping Children Safe in Education
Race equality policy – now Equality	Equality – 11/10/17
Disability equality policy – now Equality see above	
Single Central Record (document)	Updated daily if required

Other related recommended/ relevant policies	Date last updated
Safeguarding policy	Date – 26/6/17
Safer recruitment policy - *no policy	*we follow LA procedures and guidance, see Children Safe in Education, Safeguarding and Child Protection & Keeping Children Safe in Education
Induction policy - *no policy	*we follow LA procedures and guidance, see Children Safe in Education, Safeguarding and Child Protection & Keeping Children Safe in Education.

	We have an Induction Procedure and Pack, updated in 2017 – completed by all new staff, governors, volunteers etc
Anti-bullying policy (including cyber bullying and homophobic bullying)	Date – 20/2/17
E-safety policy (which incorporate an acceptable usage policy)	Date – 11/10/17
Physical Restraint policy	Date - 10/03/16 – due in 2018
Whistleblowing policy	Date - 26/6/17
Teaching, Learning and Curriculum policy – should provide a broad and balanced curriculum, and actively promote community cohesion	Date – 11/10/17

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 2017 – see Start of Year folder, Information for staff – Completed by middle of October See note on risk assessment re; heaters in mobile classroom
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 individual Class trip folders. Also see Start of Year folder for trip folder risk assessments
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?	Premises Checks Folder and Premises Register – Servicing for records/paperwork – all up to date We have increased the area of play by using the new equipment on the Wraggs Yard more often. Supervision: we have adjusted the provision accordingly. A formal walk round with governors happens termly, next due February 2018. Any issues raised or recorded in the health and safety minutes, any urgent issues are actioned immediately Fire Extinguishers, Chubb – 21/3/17 Portable Appliances Test booked for 22/1/18, see diary See Formal walk round above.

	Comments/ dates:
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?	<p>Yes – only admittance through main front door (side gate kept locked)</p> <p>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 they have a valid reason for being in school.</p> <p>The inner foyer door can be secured if necessary until ID has been established</p> <p>See signing in log in foyer & filed in office.</p> <p>Visitors are accompanied around the building</p> <p>Local Authority Contractors are used and introduced to staff when they arrive to carry out work</p>
Have termly fire drills been carried out?	<p>See Premises Checks Folder</p> <p>Fire Drills – see Premises Checks Folder. Dates: - 30/1/17, 6/4/17, 7/4/17 – Lock Down, 12/7/17, 6/10/17</p>
Are the records kept for servicing fire extinguishers, emergency lighting, checking water tanks, sampling the chlorine level in swimming pools etc. up to date?	<p>See Premises Register – Servicing</p> <p>Fire Extinguishers, Chubb – 21/3/17</p> <p>Emergency Lighting, Proudcastle – 26/9/17</p> <p>Legionella – 14/3/17</p> <p>Water Tank removed & we do not have a swimming pool</p>

Single Central Record of Recruitment and Vetting Checks (SCR)	
<p>The SCR must include the following information.</p> <ul style="list-style-type: none"> • an identity check; • a barred list check – this is included as part of the online DBS checking service provided by the LA • an enhanced DBS check/ certificate; • a prohibition from teaching check; -see SSR • a section 128 check (for management positions in independent schools (including free schools and academies)) – See SSR • 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 <p>The SCR must indicate whether particular checks are required and <u>when and by whom each check was carried out</u>, 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.</p>	
	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.	Yes, all checks are 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.)	<p>All employees have an enhanced DBS disclosure</p> <p>We use the LA system and Teachers are checked online</p>

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?	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?	School Policy is to re-check every 4 years. All staff are up to date
In all schools and academies have all governors had an enhanced DBS check and identity check?	All governors have an enhanced DBS & identity check. We carry out 4 yearly re-checks 1 governor to re-check, email sent & text reminder 18/1/18 for documents.
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.	Single Central Record shows that all agency staff checks are in place. Any supply staff are checked before starting. 1 supply staff needs an NCTL check Agency Staff – see SSR & Supply File
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?	Volunteers – evidence of all checks on SSR
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?	We use the secure Local Authority website for our DBS checks. All checks are enhanced and include Children's Barred List
In a primary school does the SCR record that a Childcare Disqualification declaration has been completed?	Yes – showing on SCR
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)?	All qualifications showing and on file
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 for all staff employed after 1/1/2007. Details held for some staff irrespective of date of joining.

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>Who is the designated safeguarding lead (DSL) for child protection?</p> <p>Who undertakes this role when the DSL is not available?</p> <p>It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding lead(s),</p>	<p>Sue Ward Louise Elliott Linda Foster There is always someone available in school</p>
<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>DSL Training Sue Ward – 19/9/17 Louise Elliott – 28/9/16 – due this year Linda Foster – 23/2/17</p> <p>See bulletins on email, H&S circulated documents, Staff meetings – noted in minutes</p>
<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?</p> <p>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.?</p> <p>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>Training – noted in Staff Meeting minutes. There is a termly whole staff meeting which includes safeguarding matter. e.g. 25/10/17 – Sexting, Whistleblowing, Harmful Sexual Behaviour. Acceptable practice questionnaire If there are any fresh concerns, protocols are developed and staff are alerted and evidenced with signed checked sheets. See H&S Circulated Documents: -</p> <ul style="list-style-type: none"> January 2017 – Keeping Children Safe in Education <p>See Agenda/Minutes of staff meetings – all meeting agenda's have Child Protection & Individual Pupil Issues</p> <p>Staff Safeguarding training and updates; see Staff Meeting minutes</p> <ul style="list-style-type: none"> 24/5/17 Keeping Children Safe in Education document & questionnaire 24/8/17 – Safeguarding Briefing update Children Using Sexually Abusive Behaviour is now Harmful Sexual Behaviour. <p>A Training log is kept along with minutes of staff meetings. We hold whole staff meetings to ensure everyone is trained and up to date.</p> <p>Important information/documents are circulated to all staff – including those that were missing from the training.</p>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>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.</p>	<p>Safer Recruitment Training Sue Ward 16/5/17 Sharon Maskrey Brown 11/2/15 Linda Foster 11/2/15</p> <p>Evidence see for the most recent member of staff – start date August 2017</p>
<p>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?</p>	<p>No incidents of bullying or Harassment – none since March 2015</p> <p>Extensive work taken place 2017 resulting in being awarded the Anti Bullying Award</p>
<p>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?</p>	<p>No racist incidents</p>
<p>The school should record both minor accidents and more serious ones (which should be recorded in more detail on an official form).</p> <p>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?</p> <p>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?</p> <p>Is there any pattern to where or how accidents are occurring?</p>	<p>Accident book examined.</p> <p>All accidents are logged as they happen. Additional protocol in place for bumped heads and injury near eye, including the use of wrist bands, letter goes home and text message is sent.</p> <p>Serious accidents recorded online through Assessnet – provided by the LA – no serious accidents during the year, procedures fully explained.</p> <p>Any pattern or accidents occurring are discussed at the governors H&S meeting. We tend to have more bumped head accidents at the beginning of the school year, this is normally the Reception pupils. It takes a while for them to get used to playing in the playground with lots of other children. They also like the positive attention they get from staff.</p>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<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>Child Protection File & Child Protection Record Forms – made award of child protection folder.</p> <p>If there is an incident a report form is completed and given to a DSL immediately, the incident is logged and one or more of the DSL's will decide on the appropriate action which will include monitoring the situation and sharing with staff, protocol is followed to decide on escalation.</p> <p>Child Protection Record Forms are available from the office – grey Silverline cabinet on left of office door. Child Protection file has examples</p>
<p>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?</p>	<p>We deal with First Response at the Local Authority. Seen examples of outside agencies contacting the school with issues, shown on the log. Records are kept locked in the office cabinet.</p>
<p>Is the absence of 'at risk' pupils being monitored?</p> <p>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?</p> <p>Does the school feel that this system is effective? If not why not and how could it be improved?</p>	<p>We have no at risk children with attendance issues.</p> <p>All pupil absence is monitored termly, reports are produced. If there is an issue the attendance policy is followed.</p> <p>If a child is absent following morning registration (8.50am) a text message is sent immediately to parents. If no response to text message a telephone call is made to parents. The system is effective – parents are informed of the system when they start at school and reminded annually. Most parents respond to the text message and if a phone call is necessary tend to let us know promptly on the next occasion.</p>
<p>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?</p>	<p>Sue Ward</p> <p>We do not have any looked after children in school at this time – if any LAC children join us contact information is available on LTS</p>
<p>Ask to have a very brief discussion with 2 or 3 staff who have different roles in the school.</p> <p>Do these staff understand and follow 'routes' for concerns regarding child protection?</p> <p>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?</p>	<p>Discussion with DSL – Linda Foster who explained and is fully award of processes and protocols for reporting and managing any safeguarding issues that arise.</p> <p>Kate Shouls, admin assistant – who knew quite clearly who the DSL's were and who she should speak to. Despite the fact that she is new to the school she felt she had benefited from the whole school staff meetings and felt able to contextualise issues that she observed.</p> <p>Tina Wells, Early Bird Club – who knew all</p>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>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?</p>	<p>DSL's and protocols and procedures for Child Protection</p> <p>There was an understanding of potential issues and they were confident in their ability to raise and issue and for it to be received and dealt with appropriately.</p>
<p>Evaluate the Child Protection Policy.</p> <p>Does it set out a clear framework for how the staff can link in well with other policies, such as bullying or physical intervention?</p> <p>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?</p> <p>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?</p> <p>Is the Child Protection Policy updated on a regular basis to include DfE updates in safeguarding guidance?</p> <p>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 for Schools – agreed by governors 26/6/17</p> <p>See section 2.3 – Safeguarding in the Curriculum.</p> <p>Peer on Peer – Section 5.2</p> <p>Roles & Responsibilities – Section 3</p> <p>Page 3 – named staff</p> <p>Section 3.3 The Headteacher of the school will ensure that - The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff.</p> <p>Monitoring – section 4</p> <p>See Section 1.4 Parent/Carers are made aware by: -</p> <p>The policy & other relevant policies are available on the school website, bi-annual safeguarding reminders are sent to parents in the school half termly newsletter</p>
<p>How are children taught about safeguarding, including online, through teaching and learning opportunities in the curriculum?</p>	<p>Children are taught about safeguarding in the following areas: -</p> <ul style="list-style-type: none"> Bullying/Cyberbullying Drugs, alcohol & substance abuse E Safety/Internet Safety Stranger Danger Fire & water safety Road Safety Domestic Violence/Relationships/Consent Extremism & Radicalisation Peer on Peer abuse

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>What examples do the school have of recent issues covered through PSHE or SRE?</p> <p>How is the promotion of British values being addressed in the curriculum?</p>	<p>Issues with online abuse in the news – see newsletters and emails sent home with information for parents and pupils with regard to staying safe online.</p> <p>Governors working with parents to assess E Safety knowledge at home</p> <p>We also use - R-time- promoting relationships education.</p> <p>PSHCE- equality, anti-bullying, safety, amputee visit, Matt Hampson visit, school council</p> <p>The promotion of British values is being addressed in the curriculum as follows: -</p> <ul style="list-style-type: none"> • Democracy. • The rule of law. • Individual liberty. • Mutual respect. • Tolerance of those of different faiths and beliefs. <p>Assembly themes- all</p> <p>RE- diversity/ equality/ tolerance/ respect</p> <p>History- tolerance, forgiveness, sharing , freedom</p> <p>E-Safety- rule of law</p> <p>Fairness/ democracy- sport</p> <p>Geography</p> <p>English- particular books support different values eg: The Giver (class 4) tolerance, freedom. Journey to the river sea- respect, tolerance, liberty</p> <p>Forest Schools: all areas</p>
<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>The school has undertaken a Prevent Duty Risk Assessment and Action Plan that can be seen on our website.</p> <p>See appendix 4 of the Safeguarding & Child Protection policy - Safeguarding pupils who are vulnerable to extremism and radicalisation. 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>A prevent risk assessment has been done and the outcome risk to pupils was low with unsupervised online access risk medium</p>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<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>ICT/e-safety policy – are there adequate filters in place to stop pupils from accessing inappropriate materials online?</p> <p>The appropriateness of any filters and monitoring systems are a matter for individual schools and will be informed in part by the risk assessment required by the Prevent Duty.</p> <p>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</p>	<p>Prevent training all staff - 24/09/2015</p> <p>Adequate filters are in place and Finch IT Solutions monitor the filtering and update annually.</p> <p>We invite people to school where it is relevant to the curriculum. Most visitors are recommended by other schools or are representatives of trusted organisations. They are not left alone with pupils</p>

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.

<p>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.</p> <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>See pupil survey 3/4/2017</p> <p>Year 2: They were very happy about the help they receive from adults to learn and stay safe. All felt adults kept them safe but were aware not all adults were equally safe. It was good to hear that both physical boundaries and metaphorical boundaries were key to safety. Road safety was also discussed, as one child said, 'its not safe to jump out of your car when arriving at school as cars can fly past'.</p> <p>Year 4 – Once again all pupils said they were very safe at school and it's only trips where this normality changes do the odd few pupils say you have to learn new rules. Children also mentioned childline posters and Christian aid. Internet safety was incredible – 'don't enter personal data' & 'you can chat on PS4 gaming, but it wouldn't be right to meet'</p> <p>Year 6 – Though one pupil had a story about a prison escape and NBPS in 'lockdown', all pupils said they feel very safe at school.</p>
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	Pupils also enthused at Police visits to discuss safety in connection with drugs, internet, fire and Halloween.
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).	The school does not have any issues with bullying. Pupils talk about the following: - They thought being respectful was about being kind, listening when other people were talking and being sensible.
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?	Road safety was also discussed, as one child said, 'its not safe to jump out of your car when arriving at school as cars can fly past'. No bus service Primary School – all but pupils in year 6 come to school with a parent/guardian
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?	School Council Minutes – 25/9/17 <ul style="list-style-type: none"> • Some pupils using ropes dangerously at break times – Mr. Kedwards spoke to Mrs Ward • The Gazebo has a hole in it – repaired by Mr. Hart • Mrs Ward to talk to pupils about using the Scrap Pod items safely
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.	A buddy scheme is used for new pupils. Pupils are actively encouraged to look after each other. All members of the school are prepared to tackle any issues that arise.
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?	All felt adults kept them safe but were aware not all adults were equally safe. It was good to hear that both physical boundaries and metaphorical boundaries were key to safety. Road safety was also discussed, as one child said, 'its not safe to jump out of your car when arriving at school as cars can fly past'. Once again all pupils said they were very safe at school and it's only trips where this normality changes do the odd few pupils say you have to learn new rules. Children also mentioned childline posters and Christian aid. Internet safety was incredible – 'don't enter personal data' & 'you can chat on PS4 gaming, but it wouldn't be right to meet' Though one pupil had a story about a prison escape and NBPS in 'lockdown', all pupils

	said they feel very safe at school. Pupils also enthused at Police visits to discuss safety in connection with drugs, internet, fire and Halloween.
Do pupils say that they know who to go to if they have a problem? Would they actually ask for help if necessary?	Though pupils did share scenarios where sometimes they don't agree, they also shared the solutions. They are encouraged to tell adults in school who can help and if they are looking for an anonymous approach they can use 'the worry monster' (a teddy where they can put a note to say they're not happy with something)
How well do pupils say the school deals with their concerns?	<p>Pupils shared only positive feedback around how everyone gets on at NBPS. They were very happy about the help they receive from adults to learn and stay safe. They thought being respectful was about being kind, listening when other people were talking and being sensible.</p> <p>Though pupils did share scenarios where sometimes they don't agree, they also shared the solutions. They are encouraged to tell adults in school who can help and if they are looking for an anonymous approach they can use 'the worry monster' (a teddy where they can put a note to say they're not happy with something). Respect was about listening and giving people space if needed.</p>
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?	<p>School Values</p> <p>Year 2 – Not really sure what the word 'values' meant but when asked about learning behaviours pupils spoke about listening and concentration.</p> <p>Year 4 – Pupils spoke of teamwork, trying hard and being nice to each other. Listening and concentration and also rewards / merit charts were mentioned.</p> <p>Year 6 – Respect came through from Yr6. This meant, 'Think Wise' and boosting confidence for all.</p> <p>Internet safety was incredible – 'don't enter personal data' & 'you can chat on PS4 gaming, but it wouldn't be right to meet'</p>

Was the information for doing this monitoring visit available, easily accessible and well organised?	All information was readily available and held securely.
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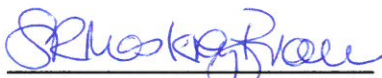
Overall, do you feel that the school is following its own policies for safeguarding albeit possibly with some attention to minor detail?	The school is aware of and following the relevant Local Authority policies. Further guidelines and policies have been developed where appropriate. E.g. the new E Safety policy
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Comments and Recommendations


All comments and Recommendations from previous year have been completed.

- DBS Checks – 4 yearly re-checks – 1 governor due to be re-checked, email sent requesting documents and text reminder sent on 18/1/18
- Supply Staff - 1 supply staff needs an NCTL check
- Policies - Physical Restraint policy due to be reviewed in 2018
- Governor Pupil Survey questions to be reviewed.

Points requiring further discussion at full governors:

Signed 
(Governor)

Signed 
(Headteacher)

Signed  Linda Foster, Business Manager