



**Together We Can Achieve Excellence**

**Governor Monitoring Visit Report**

**Safeguarding**

<b>Name</b>	James Dodds
<b>Date of Visit</b>	16/12/20
<b>Focus of Visit</b>	<b>Safeguarding</b>
<b>Purpose of Visit</b>	Annual Safeguarding Visit carried out remotely during Covid Pandemic
<b>Links with School Improvement</b>	
<b>Classes/staff visited</b>	None due to Covid19 pandemic
<b>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc. – none due to Covid 19 pandemic</b>	

<b>Legal Policies and Documents</b>	<b>Date last updated</b>
Safeguarding and child protection policy	September 2020
Health and safety policy	September 2020
Behaviour policy	June 2019
Policy re allegations against staff and other pupils policy. * No Policy	*we follow LA procedures and guidance, see Children Safe in Education, Safeguarding and Child Protection & Keeping Children Safe in Education
Equality policy	January 2020
Single Central Record (document)	Ongoing

<b>Other related recommended/ relevant policies</b>	<b>Date last updated</b>
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 see onedrive documents
Induction policy. * No policy	*we follow LA procedures and guidance, see Children Safe in Education, Safeguarding and Child Protection & Keeping Children Safe in Education see onedrive documents

Anti-bullying policy (including cyber bullying and homophobic bullying)	January 2020
E-safety policy (which incorporate an acceptable usage and mobile technology policy)	January 2019
Physical intervention policy	June 2018
Whistleblowing policy	June 2017 – this is the latest on LTS
Teaching, Learning and Curriculum policy - should provide a broad and balanced curriculum, and actively promote community cohesion and British values	October 2017
Code of Conduct for Employees	January 2019
Home School Agreement	September 2017
<b>All above polices available on Onedrive and our <a href="#">website</a></b>	

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.

	<b>Comments/ dates:</b>
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?	All in place. Updated September 2020 – all available online
Has there been a risk assessment completed for each school visit that has taken place in the last year?	Yes – 2019/2020 all filed Trips Risk Assessment file located in office All 2020/2021 trips cancelled from March to present time due to Covid pandemic
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?	Unable to carry out full walk round due to Covid 19 Pandemic – for all checks see – <ul style="list-style-type: none"> <li>• premises officers folder – located in the office</li> <li>• Fire Log book located in the foyer</li> <li>• Water Log Book – Legionella, located in the office</li> <li>• Asbestos Folder – located in the foyer</li> </ul> <p>Unable to carry out physical checks due to Covid19.</p> <p>During essential site meetings with HT, the school appeared to be safe and secure.</p>
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. Main front gate and side gate locked. Visitors are restricted at this time due to Covid – only access to school by appointment. Full Covid Risk assessment and protocols in place.  Visitors are required to sign in and unknown visitors and those without appointments are

	<b>Comments/ dates:</b>
	<p>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 &amp; 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?	Yes – last Fire Drill 18/9/20 – H&S Governor Tim McCaskie present
<b>Is there a school security policy/plan/procedure that is understood by staff?</b>	Security Procedures – March 2016 Also updated Covid RA 2020 including security/safety during pandemic
Are the records kept for servicing fire extinguishers, emergency lighting. up to date?.	<p>Yes – see maintenance folder, office</p> <ul style="list-style-type: none"> <li>• Fire extinguisher Checks, Chubb – March 2020</li> <li>• Fire Alarm, Emergency Lighting Checks, Proudcastle – 22/10/2020</li> <li>• Intruder Alarm Checks, Proudcastle – 22/10/2020</li> </ul>

### **Single Central Record of Recruitment and Vetting Checks (SCR)**

The SCR must record the following checks:

- an identity check;
- a barred list check (formerly list 99 check);
- an enhanced DBS check/ certificate (formerly CRB check);
- a prohibition from teaching check;
- a section 128 check (for **governors in maintained schools and all management/governance** positions in independent schools (including free schools and academies);
- further checks on people who have lived and worked outside the UK (to include a EEA sanction and restriction check through the NCTL Teacher Services system);
- a check of professional qualification;
- a check to establish the person's right to work in the United Kingdom;
- for supply staff, written confirmation from the agency that the required checks have been **undertaken, with the date of the letter recorded on the SCR**; and
- checks made on volunteers.

In respect of these checks, the SCR must record:

- whether the check has been carried out; and
- the date on which each check was carried out, or the certificate obtained;
- name of the person who carried out the check (not a statutory requirement but considered best practice).

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.

	<b>Checked</b>
Is a single central record (SCR) of staff in place?	Yes
Does the SCR have correct and up-to-date details for all appropriate persons? <ul style="list-style-type: none"> <li>▪ Have any new persons been added?</li> </ul>	<p>All up to date as of 9/12/20</p> <p>Most recent start dates: -</p> <ul style="list-style-type: none"> <li>• Teacher – 7/4/20</li> </ul>

<ul style="list-style-type: none"> <li>▪ Have those who have left been deleted (after an agreed period of time)?</li> </ul>	<ul style="list-style-type: none"> <li>• Rising Stars PE provider – 10/9/20</li> <li>• Clerk to Governors – 30/9/20</li> <li>• LSA Supply – 9/11/20</li> <li>• Supply Teacher – 27/11/20</li> </ul> <p>Safe recruitment followed – induction carried out – see personnel files</p> <p>Leavers are moved to Recent Leavers page on spreadsheet and deleted termly</p>
<p>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.</p>	<p>Yes – all identity checks carried out by Linda Foster or Sue Ward – see Single Central Record of Recruitment and Vetting Checks (SCR) – evidence</p>
<p>Is there evidence on the SCR that all teachers/<b>relevant staff</b> have been checked against the Children’s Barred List?</p>	<p>Yes – see Single Central Record of Recruitment and Vetting Checks (SCR) – evidence</p>
<p>Is there evidence on <b>all</b> staff have an enhanced DBS check?  <b>Note:</b> The only requirement for those appointed before March 2002 is that they must be List 99 checked. DBS check became mandatory for the all staff in maintained schools from 12 May 2006 and in September 2003 for academies.</p>	<p>Yes – see Single Central Record of Recruitment and Vetting Checks (SCR) – evidence</p>
<p>Is there evidence that all governors have had an enhanced DBS check and a Section 128 check?  <b>Note:</b> Governors do not require a barred list check unless they are engaged in regulated activity as a volunteer in school.</p>	<p>Yes – see Single Central Record of Recruitment and Vetting Checks (SCR) – evidence  Latest check on 3/12/20</p>
<p>Does the SCR include all others who work regularly with children, for example volunteers (including governors who work as volunteers) within the school?</p>	<p>Yes – see Single Central Record of Recruitment and Vetting Checks (SCR) – evidence.</p>
<p>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 (<b>where the date of the letter must be recorded</b>)?</p>	<p>We use the secure Local Authority website for our DBS checks. All checks are enhanced and include Children’s Barred List</p>
<p>In a relevant school has a Childcare Disqualification check been completed for relevant staff? (<b>ie staff and managers for under 5s during the school day and under 8s before or after school, ‘childcare’ arrangements</b>)</p>	<p>Yes – see Single Central Record of Recruitment and Vetting Checks (SCR) – evidence.</p>
<p>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)?</p>	<p>Yes – see Single Central Record of Recruitment and Vetting Checks (SCR) – evidence.</p>
<p>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?</p>	<p>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. We have no staff who are not UK nationals.</p>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>Who is the designated safeguarding lead (DSL) for child protection? Are they a senior member of the senior leadership team? <b>Is it clear in their job description?</b> 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 DSLs.</p>	<p>Sue Ward, headteacher See DSL Job Description on Onedrive</p>
<p>What DSL cover arrangements are in place for out of term/out of hours activities? How are staff made aware of the arrangements?</p>	<p>We have the following Safeguarding staff: - Sue Ward - DSL Deputies Louise Elliott Linda Foster Chloe Lupion There is always at least 1 DSL 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 deputy DSL had? Has the deputy DSL been trained to the same standard as the DSL? In addition to formal training 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?</p>	<p>DSL Training – every 2 years Sue Ward – 12/9/19 – due 2021 Louise Elliott – 18/9/2018 – overdue – no remote training available during pandemic Linda Foster – 20/6/2019 – due 2021 Chloe Lupion – 10/10/19 – due 2021</p> <p>See bulletins on email, H&amp;S circulated documents, Staff meetings – noted in minutes</p>
<p>When did the last training for all other staff last take place? This must be within the last three years. <b>This must include contracted staff eg catering or cleaning staff.</b> 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? Have all staff read at least Part One of the statutory guidance 'Keeping children Safe In Education' (DfE, 2019) and have staff working directly with children read the additional information contained in Annex A of this document? What mechanisms are in place to assist staff understand their responsibilities outlined in the guidance? How does the school ensure that no board 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>Full staff training on 25/8/20</p> <p>All staff have read KCSIE 2020 Part 1 – see start of year folder and circulated documents – see onedrive documents</p> <p>Staff Safeguarding training and updates; see Staff Meeting minutes</p> <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>
<p>Are all new staff provided safeguarding and child protection training at induction? Check that new staff are given, as a minimum, Part One of the statutory guidance 'Keeping children</p>	<p>All new staff are provided with full safeguarding and child protection training – see induction documents.</p>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Safe In Education' (DfE, 2019), a copy of the safeguarding /child protection policy, the staff behaviour code <b>of conduct, information about the school's pupil behaviour policy, children who are missing</b> and information about the role of the DSL.	
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>Safer Recruitment Training Sue Ward 16/5/17 – due for refresher training James Dodds – 1/10/18 Linda Foster 11/2/15 – due for refresher training</p> <p>See personnel files for safe recruitment documents</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 been appropriately followed up? Do the same names appear more than once? Do any pupils being bullied have anything in common? Is this data presented to governors regularly?	No incidents in the last 12 months– see full governor meeting minutes
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?	No incidents in the last 12 months – see full governor meeting minutes
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>Accident book located in the office</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 of serious accidents entered on assessnet over the last year: -</p> <ul style="list-style-type: none"> <li>• 18/12/19 – staff member moving tables in the school hall, table leg not properly fixed, table fell on left ankle. Graze to ankle. Training reminder to staff to make sure that the table legs are locked in place before they are used/moved</li> <li>• 10/2/20 – staff knocked right index finger on a cupboard causing a graze. cleaned and plaster applied</li> <li>• 7/10/20 – staff member chopping fruit for pupils. Cut index finger with sharp knife.</li> <li>• 10/11/20 – pupil - Whilst playing with another child in playground</li> </ul>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
	<p>Chase fell and bumped his head on the metal fence surrounding the oil tank cutting his head. compress to stop bleeding and cold compress applied. Parent phoned immediately. Child was taken to hospital by parents - wound was glued and steri-strips applied. School contacted parents for update.</p> <p>Any pattern or accidents occurring are discussed at the governors H&amp;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>
<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>In the autumn term 2019 a Safeguarding Review was carried out by Linda Foster, Sue Ward and Ann Prideaux from the Safeguarding team at the Local Authority. The outcome was that to further improve our system all child protection procedures and documents were changed/updated where appropriate – ensuring that any concerns raised follow the correct guidelines.</p> <p>See Child Protection Record Forms in the foyer and files in the office.</p> <p>Weekly/fortnightly DSL meetings are held – see notes for each meeting in Tier 1, Tier 2 and allegations against staff files. The notes evidence and examples of procedures followed and completed.</p> <p>See examples of procedures/documents located on Onedrive</p>
<p><b>Does the DSL know summary/management information about safeguarding cases and vulnerable students eg number of referrals to social care, on a CP plan, CIN, looked after children, children in alternative provision or on reduced timetables etc?</b></p>	<p>See notes of weekly/fortnightly DSL meetings</p> <p>We have 1 family at Tier 2 – referred to social care - no concerns but we are monitoring</p> <p>Tier 1 pupils – no concerns - monitoring</p> <p>We have no pupils that are - LAC, CP plan, CIN, alternative provision or reduced timetable.</p>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>Does the school appear to work well with a range of agencies and are all important telephone calls e.g. to social services detailed in writing for the school's own use? <b>Are records detailed and accurate, showing timely actions? Are they securely locked away?</b></p>	<p>See documents in CP folders – Tier 1, Tier 2 and allegations All detailed, accurate showing timely actions. Securely locked in the office</p> <p>See examples of procedures/documents located on Onedrive</p>
<p>Is the absence of 'at risk' pupils being monitored <b>(including those accessing alternative provision)</b>? 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?</p>	<p>We have no at risk children with attendance issues. All pupil absence is monitored termly, reports are produced – this has been on hold during Covid If there is an issue the attendance policy is followed. 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, if parents can't be contacted the next contact on the child's data sheet is telephoned. 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, headteacher who is the DSL. Should any LAC children join us contact information for support is available on LTS</p>
<p><b>Ask about the numbers of children who have been taken off roll and the reasons for this. Has the school undertaken appropriate checks on any alternative providers being used?</b></p>	<p>We have no children taken off roll</p>
<p>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?</p>	<p>A Teams meeting will be arranged for Spring Term 2021</p>



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? <b>Does it reference “upskirting” and serious violence?</b></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 for Schools – agreed by governors autumn term 2020</p> <p>Section 5.2 Peer on Peer Abuse - This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls</p> <p>Responsibilities and expectations of staff/adults is contained in Appendix 1 – procedure to follow in cases of possible, alleged or suspected abuse etc</p> <p>DSL’s – page 3</p> <p>How Policy is implemented, monitored and evaluated –</p> <ul style="list-style-type: none"> <li>• Page 9 - Keeping detailed (signed and dated), accurate and secure written records of concerns, actions and referrals;</li> <li>• Section 4 -Records, Monitoring and Transfer</li> </ul> <p>The policy is updated at least annually and when any updates are released</p> <p>Working with parents Section 6 -Working with parents/carers The policy is uploaded to our <a href="#">website</a></p> <p>We also have a specific <a href="#">Safeguarding and Child Protection page</a> on our website</p>
<p>How are children taught about safeguarding, including online, through teaching and learning opportunities in the curriculum? <b>(Issues may include safe touching, FGM, forced marriage, county lines, CSE, healthy relationships, sexual harassment, knife crime, violence etc.)</b> 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>Children are taught about safeguarding in the following areas: -</p> <ul style="list-style-type: none"> <li>Bullying/Cyberbullying</li> <li>Drugs, alcohol &amp; substance abuse</li> <li>E Safety/Internet Safety</li> <li>Stranger Danger</li> <li>Fire &amp; water safety</li> <li>Road Safety</li> <li>Domestic Violence/Relationships/Consent</li> <li>Extremism &amp; Radicalisation</li> <li>Peer on Peer abuse</li> </ul>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
	<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 Information sent home during Covid to address the issue of pupils increased online access.</p> <p>The promotion of British values is being addressed in the curriculum as follows: -</p> <ul style="list-style-type: none"> <li>• Democracy.</li> <li>• The rule of law.</li> <li>• Individual liberty.</li> <li>• Mutual respect.</li> <li>• Tolerance of those of different faiths and beliefs.</li> </ul> <p>Assembly themes- all RE- diversity/ equality/ tolerance/ respect History- tolerance, forgiveness, sharing , freedom E-Safety- rule of law Fairness/ democracy- sport Geography English- particular books support different values eg: The Giver ( class 4) tolerance, freedom. Journey to the river sea- respect, tolerance, liberty 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>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>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>The school has undertaken a Prevent Duty Risk Assessment and Action Plan that can be seen on our website – reviewed January 2020 – see <a href="#">website</a>.</p> <p>See following in our Safeguarding and Child Protection Policy.</p> <ul style="list-style-type: none"> <li>• Appendix 4 - Safeguarding pupils who are vulnerable to extremism and radicalisation</li> <li>• Appendix 5 – Radicalisation and Extremism Risk Assessment</li> </ul> <p>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 - – see <a href="#">website</a>. Prevent training: - Linda Foster – 19/11/20 All staff – due January 2020</p>

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
	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>E-safety/online safety policy – are there appropriate IT filters in place to prevent pupils from accessing inappropriate materials online?</p> <p><b>Is there a well-embedded e-safety curriculum?</b></p> <p>Does the school have monitoring arrangements are in place?</p> <p>Is there a clear policy on the use of mobile technology for pupils and staff?</p> <p>The appropriateness of any filters and monitoring systems are a matter for individual schools.</p>	<p>Adequate filters are in place and Finch IT Solutions monitor the filtering and updates annually.</p> <p>E Safety curriculum</p> <p>We also use - R-time- promoting relationships education. PSHCE- equality, anti-bullying, safety, school council Governors working with parents to assess E Safety knowledge at home</p> <p>We have a see Cameras and Mobile phones in school policy - see <a href="#">website</a>.</p>

<b>Discussion with pupils</b>	
<p>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>	
<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>A Teams based discussion will be arranged for Spring Term 2021</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>	

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).	
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?	
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?	
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.	
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?	
Do pupils say that they know who to go to if they have a problem? Would they actually ask for help if necessary?	
How well do pupils say the school deals with their concerns?	
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?	

Was the information for doing this monitoring visit available, easily accessible and well organised?	
--	--


Overall, do you feel that the school is following its own policies for safeguarding albeit possibly with some attention to minor detail?	
--	--

Issues to discuss with school safeguarding lead	Action arising from issues	Date resolved
None		

**Comments and further recommendations**

Undertake surveys via Teams during Spring Term 2021

**Points requiring further discussion at full governors:**

Signed  \_\_\_\_\_  
 (Chair of Governors)

Signed \_\_\_\_\_  
 (Headteacher / Coordinator)

Signed.....  
 Business Manager

Full signed copy available in the office.

