

# **Safeguarding Review of New Park High School (key stage 2 and secondary sites) 1<sup>st</sup> February 2017**

## **Evidence Base:**

Meetings were held with:

- the Headteacher who is also the Designated Safeguarding Lead
- The Lead Teacher at the Primary Site
- a group of young people in each of the primary and secondary settings
- DHT and lead on Prevent duty
- the Business Manager
- the Attendance and Safeguarding Operational Manager
- additional members of staff at the primary and secondary sites

Scrutiny of: policies, including Safeguarding and Child Protection Policy

- Records of safeguarding concerns shared with the LA
- Care plans for students at risk
- Risk assessments
- School Development Plan
- Letters to parents
- Records of referrals to appropriate organisations

The Headteacher fulfils the role of Designated Safeguarding Lead (DSL). The Headteacher's job description encompasses the overall responsibilities of the DSL. The job description should reference the Safeguarding Policy or 'Keeping Children Safe in Education', DfE (2016) where the duties of the DSL are outlined. There is a deputy DSL to cover in the absence of the Headteacher and there is evidence that both have received the required training and this is up to date.

## **Ethos**

The school demonstrates an open and transparent approach to safeguarding and their arrangements are effective. Pupils reported that the school is supportive when dealing with their concerns and responds quickly to issues. Staff are clear about their role in promoting all aspects of safeguarding and child protection.

## **Training**

The school is building a capacity to safeguard, in teams and as individuals. Staff receive safeguarding and child protection training at induction and there are records to show that this is renewed annually. The last whole staff training took place on 4<sup>th</sup> and 11<sup>th</sup> October 2016. Evidence was also seen of 'mop-up' training for those who were absent. Training is provided by the local authority. Regular staff training takes place on topics such as e-safety and the 'Prevent' duty. There has been a recent focus of training on identifying students at risk of joining gangs which is a particular issue for the area around the school.

## **Policies**

The school has adopted the Salford Safeguarding and Child Protection Policy and this has been edited to include the names of the appropriate officers. In addition, the school has additional policies to outline statutory duties with regard to those aspects of safeguarding listed in 'Inspecting safeguarding in early years, education and skills settings' Ofsted (2016). Policies describe the expectations of staff and students and set out how concerns are raised. The new safeguarding policy is thorough and robust and covers all the required elements. Some of the policies are new and awaiting ratification by the governors according to their cover sheets.

## **Safer Recruitment**

The school has an online single central record of all staff employed at the both sites of the school. This record covers those considered to be in roles which are 'regulated activity'. Evidence that an identity check has taken place (passport photos) plus a barred list check; an enhanced DBS check with certificate number; a prohibition from teaching check and a check to establish a person's right to work in the UK (these are carried out through the LA HR Services) together with a check of professional qualifications were seen in two anonymised personnel files. Written confirmation from supply agencies was seen online.

The Business Manager is trained in Safer Recruitment and there is always a trained Safer Recruitment member of each interview panel. Interview questions and responses are kept on file, together with all other safer recruitment documentation. Systems for recruitment are effective.

## **Safer Perimeter**

There is a single point of entry and exit for staff and students on both the primary and the secondary sites. Vehicles and students are separated where possible. Visitors sign in on arrival and are given a 'Visitors' lanyard to wear. I was not asked for evidence of identity at the secondary site, but I am well known to the staff. On my visit to the primary site, identification was requested.

Some schools offer visitors leaflets outlining their safeguarding approach and giving details of possible changes to routine. The school may consider whether this would enhance their safeguarding procedures. The head teacher reports that security measures that prevent students bringing in unsuitable or dangerous items, eg. drugs or knives include impromptu searches.

The secondary school has recently developed its recording of students leaving and returning to school during lunchtimes so that they are confident that they know who is on site at any time. There are different thresholds for different ages and the school continues to discuss the issues related to allowing older students to leave the premises during lunchtime. This would allow them to be sure of where students are at all times. Primary students and those in Years 7 to 9 are not allowed to leave the premises at lunchtime.

## **Attendance**

The school has recently appointed a new Attendance and Safeguarding Operational Manager. She has a role in monitoring all safeguarding and attendance data to identify early signs of safeguarding issues eg. the school is in the process of installing software to allow attendance to be recorded at each lesson. Regular patterns of absence or truancy will then be identified.

## **Safeguarding in school**

A new safeguarding recording system is in place for each student. This records all safeguarding concerns and is reviewed regularly. Incidents are reported at the end of the day debrief and items of concern are transferred to the log. Confidential concerns are recorded in a separate file. The newly appointed safeguarding and attendance officer monitors this log and raises any concerns with the headteacher. Incidents of bullying are recorded on the SIMS system and any racial incidents are reported to the LA. An incidence of repeated racist behaviour against a member of staff was reported to the police. The Integrated Youth Service is to undertake a project about racism this term.

Any bullying is discussed in daily debrief meetings which are minuted by administration staff and saved in each student's individual file; depending on the severity of the incident the tutor team may deal with the students or it is escalated to SLT; patterns are quickly established due to the small number of students and all students being known to all staff. All pupils are aware of consequences such as the 'bullying ' letter that has to be copied during detention or time allocated by the tutor team. Restorative Justice practices are also implemented where appropriate. The assistant headteacher leads the briefing at the primary school and a similar process of debriefing takes place each day to ensure no pupil 'slips through the net'.

## **Community and Beyond**

The school has an effective filtering and pro-active monitoring regime (without 'overblocking') which is regularly reviewed to ensure that students are safe online. E-safety is integrated into the curriculum and there are E-safety days once a year. Students reported that they are taught how to be safe online and that they could not access unsuitable material online. Students take part in activities in the community; primary pupils go horse riding and have visited the zoo. The school is clear about the safeguarding procedures that need to take place to keep their children safe.

## **Risk**

The school demonstrates that it can identify risks both within and outside the school environment. Risk assessments are available for trips and visits and these are regularly updated. Ratios of adults to students are adhered to, eg. a trip to a football match was in place during my visit.

The school identifies children or learners who may be at risk. A well-being system collates all data for into a comprehensive spreadsheet. Discussions are held at the end of each day during 'Debrief' and any concerns are shared and discussed before being recorded on the system.

*The school should compile a risk assessment for the students who leave the site at lunchtime.*

The Attendance and Safeguarding Operational Manager monitors the system to identify students who may benefit from early help. Appropriate support is then discussed and agreed with the SLT. Examples of this are through the 'Changing Life with Horses' programme and the mentoring with the military programme for those who don't engage with formal education. Both these programmes support making students ready for positive activity in school.

The school continues to develop its Critical Incident Plan. Discussions are in progress about how best to implement this without causing extra stress and alarm for students.

### **Curriculum**

The curriculum helps students recognise understand, cope and develop resilience to the risks around them. A PSHE programme in the formal curriculum teaches students how to be safe, through the topics of e-safety, sex and relationships. They also learn an understanding of and respect for people of all faiths (and those of no faith), races, genders and sexual orientations. The school is also aware of the 'hidden' curriculum, (ie. what students are learning from each other) and staff continually emphasise the importance of keeping safe. Outside agencies also provide sessions, eg. on anti-bullying or crime and the headteacher models the values and ethos of the school through her assemblies.

### **Partnerships**

The school continues to work with a range of organisations to provide specialist support for its students. In the past year 49 referrals were made to more than 12 different services as a result of the identification of needs by the staff through the referral process in school. This included CAMHS, the Bridge, 42<sup>nd</sup> Street and the EWO.

An example of a safeguarding referral to the LA was seen. Records showed that the referral had been prompt and information was shared with appropriate staff and parents. Staff understand how to report their concerns and that senior staff will report their observations appropriately.

### **Governance**

The recently appointed chair of governors is the designated governor for safeguarding. She is a trainer for safeguarding in the local authority and clearly understands the issues surrounding the management and leadership of safeguarding. She reports that the head teacher supplies regular, comprehensive reports of all safeguarding matters and keeps the chair informed of serious issues. Systems for approving policies and ensuring statutory compliance are being developed. Governors need to ensure that policies are being consistently applied and keep records to show this.

Since the last inspection, many new and more robust processes have been introduced and key staff have been appointed. When these have been customised and embedded I am confident that safeguarding will be effective across both sites.

*Leaders and those responsible for governance should ensure that:*

<b>Ofsted aspects of safeguarding arrangements</b>	<b>Areas for development</b>
<p>the extent to which leaders, governors and managers create a positive culture and ethos where safeguarding is an important part of everyday life in the setting, backed up by training at every level</p>	<ul style="list-style-type: none"> <li>• Ensure that the governing body adheres to the recommendation of the independent governor reviewing officer</li> </ul>
<p>the content, application and effectiveness of safeguarding policies and procedures, and safe recruitment and vetting processes</p>	<ul style="list-style-type: none"> <li>• Ensure all policies are reviewed regularly and that they are adapted to reflect the specific setting of New Park School and its students.</li> <li>• Continue programme of staff training to ensure that all understand when and how to report safeguarding concerns.</li> </ul>
<p>the quality of safeguarding practice, including evidence that staff are aware of the signs that children or learners may be at risk of harm either within the setting or in the family or wider community outside the setting</p>	<ul style="list-style-type: none"> <li>• Review the option for students to leave the premises at lunchtimes.</li> <li>• Write a risk assessment for those students who leave the site during school hours.</li> <li>• Implement the SIMS programme for lesson registration and ensure that this is regularly monitored for students at risk through absence.</li> <li>• Embed the new wellbeing and confidential logs systems and ensure that all staff are aware of which incidents should be reported and how to do that.</li> </ul>
<p>the timeliness of response to any safeguarding concerns that are raised</p>	<ul style="list-style-type: none"> <li>• Embed the new recording system for each student</li> <li>• New member of staff to continue to monitor reports and identify triggers for referrals.</li> <li>• Ensure all safeguarding incidents are reported to LA in writing within 24 hours of occurrence.</li> </ul>

<p>the quality of work to support multi-agency plans around the child or learner.</p>	<ul style="list-style-type: none"><li>• Continue to access the wide range of support demonstrated during the visit to personalise the response for learners.</li><li>• Newly appointed staff member to continue to monitor system and identify students at risk or who would benefit from external support.</li></ul>
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**Sue Lomas**  
**February 2017**