Safeguarding Review

Date: 23rd April 2018

Overview

Review of safeguarding for Lancaster Infant School

Carried out by Jane Salt (Jane Salt Ltd)

Objectives

To review safeguarding arrangements in the school.

Activities

- Discussion with executive headteacher and head of school
- Discussion with designated safeguarding leads
- Meet with pupils
- Meet with members of staff
- Scrutiny of documentation including the Single Central Record

Evaluation

Safeguarding arrangements meet statutory requirements at the time of this review.

Documents

- Single Central Record
- Safeguarding/child protection policy
- E-safety policy
- Records of concerns/referrals
- Behaviour Policy
- Behaviour and incident logs
- Risk Assessments
- Training logs
- Attendance records/analysis
- Recruitment records
- Monitoring of safeguarding arrangements

Other Resources

- Keeping Children Safe in Education
  (DfE September 2016)
- Inspecting safeguarding in early years, education and skills settings
  (Ofsted September 2016)
- School attendance:
  Guidance for maintained schools, academies, independent schools and local authorities
  (DfE November 2016)
- Prevent duty
  Departmental advice for schools and childcare providers
  (DfE June 2015)
- Working together to safeguard children
  A guide to inter-agency working to safeguard and promote the welfare of children
  (DfE March 2015)

HOW THE SCHOOL FOLLOWS STATUTORY GOVERNMENT GUIDANCE

The school's work to keep children safe is described in the **safeguarding policy**, which is available on the school website. It covers all aspects of safeguarding and sets out its purpose and aims clearly. This policy is based on the most up to date government guidance. It provides a sound framework for staff members and explains what to look for and how to raise concerns about safeguarding. There are many other related policies which are listed here and provide further information about specific aspects of the school's work. The names and contact details of the designated safeguarding officers and the named governor for safeguarding are listed, as are the contact details of local authority safeguarding officers and other external agencies. The expectations and responsibilities of staff and other relevant adults are explained. The policy describes the range of training that staff members do to ensure they are up to date and knowledgeable about safeguarding in schools.

The **single central record** contains all required information and is regularly monitored and updated as required. Checks are carried out on all staff, governors and volunteers to ensure they have not been found to be unsuitable to work with children.

STRENGTHS

Designated safeguarding officers are well informed and trained.

The safeguarding policy forms the basis of the day to day actions of staff.

The school is thorough when checking to ensure all staff and volunteers are suitable to work with children.

HOW THE SCHOOL CREATES ITS SAFEGUARDING CULTURE

School leaders ensure there is clear and consistent guidance for staff about safeguarding children. The well-being of children is of paramount importance and all staff take responsibility for reporting any concerns they may have, however small.

Staff are supported to carry out these responsibilities through a range of **training** and professional development opportunities. They also have access to online training on specific topics, such as domestic violence and e-safety. Further opportunities include aspects of health and safety training such as first aid.

Leaders ensure there is regular update training for all staff and that safeguarding is an item on the agenda at staff and governor meetings. All staff are vigilant. They work with the family support worker effectively and know the children and their families well. Because there are frequent opportunities to hold confidential discussions about any concerns or incidents that have happened, staff are able to work together and provide support where needed and tackle any problems at an early stage.

Staff are confident in their knowledge of safeguarding procedures and know what to do in the event of a concern being raised. Pupils are confident that adults will listen to any worries they may have and will help them.

The relationships in the school between children and adults are strong. School

STRENGTHS

Regular training is provided for all staff and new staff receive thorough induction.

Communication is effective. There are frequent opportunities to discuss any concerns.

Staff know children well and notice if there are any changes that may be a cause for concern.

AREAS FOR DEVELOPMENT

Although there is evidence of governor monitoring, written reports do not have a consistent format. This means they do not have the same level of detail.

leaders and other staff set high expectations for children to behave safely and with consideration for others. School **policies**, such as e-safety and behaviour, show how the school works to create a safe environment for children.

Care is taken when recruiting new members of staff to ensure they are suitable to work with children and have the appropriate skills for the job. Thorough induction processes make sure all staff understand the school's procedures and receive safeguarding training as soon as possible after they have been appointed.

Leaders ensure the school site and buildings are secure and safe. Children know that perimeter fences and locked gates help to make the school a safe place. They also know that it is important that teachers know their whereabouts in the event of emergencies and can explain why fire drills are carried out.

Governors make regular visits to the school to check the school is fulfilling its safeguarding duties and responsibilities. Individual governors report back to the full governing body to ensure all governors are informed about this aspect of the school's work.

DOCUMENTATION AND RECORD KEEPING

Record keeping is thorough and detailed. The school makes use of online systems for recording concerns and carrying out risk assessments. These systems can be used by all staff to record incidents and add relevant information to open files. School leaders have access to all information and can share it with appropriate staff members. Additional documents, for example, emails, letters and reports from external agencies, can be attached to files.

STRENGTHS

There is effective use of online systems to document concerns.

Incidents are monitored regularly by the Executive Headteacher and Chair of Governors.

All incidents relating to behaviour are logged. This enables leaders and other staff to monitor different types of incident and look for patterns and trends. Different strategies are used to help pupils improve their behaviour, for example, art therapy. There has been a noticeable reduction in incidents that need physical interventions.

Follow-up actions are logged as well as events and incidents. These may include headteacher's notes on discussions and further investigation into reported incidents. In specific cases, the school may seek advice from external agencies and this also forms part of the record. This ensures there is a clear picture and timeline of what has been done to address concerns or issues and how concerns have been resolved.

THE SCHOOL ENVIRONMENT

The school **environment** is calm and purposeful. In classrooms, children show they are keen to learn by trying their best, working well with others and concentrating well on their learning. They are mindful of the school rules of behaviour and do not disrupt the learning of others.

STRENGTHS

The school environment promotes good behaviour and children's safety.

The school's approach to maintaining good behaviour is one of high expectations and quiet insistence. Children know that poor behaviour will lead to sanctions such as 'time out' from playtime or Golden Time. They learn that problems can be

resolved without resorting to violence towards others. Any unacceptable behaviour is addressed quickly and with a minimum of fuss. This ensures children feel safe in all areas of the school and have confidence in adults to support them.

ATTENDANCE AND ABSENCE

The school recognises that **attendance** is an important factor, not only in children's learning, but also in ensuring their safety and well-being. Absences are followed up quickly through phone calls, home visits and, if necessary, asking the police to carry out a 'safe and well' check.

The school aims for at least 96% attendance overall and this is in line with the national average for attendance. If a child's attendance falls below 95%, the school will monitor future **absences** carefully. Follow up actions include letters to parents, meetings with parents and involvement of the Family Support Worker.

The school website explains the importance of attendance and encourages good levels of attendance for all children. Each week in the school assembly, good attendance is celebrated and a graph in the hall shows which classes have the best attendance. There are some weeks when attendance has exceeded the target of 96%.

STRENGTHS

Attendance has been steadily improving over time as a result of close monitoring.

The school is pro-active in acknowledging and rewarding good attendance.

The Family Support Worker provides effective support to families.

AREAS FOR DEVELOPMENT

Improve attendance so it is in line with national average.

This is currently a priority on the school's development plan as the overall attendance figures are below national average.

CURRICULUM

The school's **curriculum** provides a range of opportunities for children to recognise risk and learn to keep themselves safe.

Pupils' **personal, social and health education (PSHE)** includes topics such as road safety and drugs awareness – all delivered in an age-appropriate way. Children have good awareness of potential online dangers and know not to share personal information and to tell an adult if they are worried or see something inappropriate.

School **assemblies** provide many opportunities for children to learn about different values and keeping safe through good behaviour. Children can explain why being kind to others and behaving well contribute to making their environment safer.

Sometimes the school uses external providers to help children learn about particular issues around keeping safe. For example, the National Society for the Prevention of Cruelty to Children (NSPCC) have a number of campaigns and resources for schools that help children understand how to recognise and stay safe from abuse.

STRENGTHS

The curriculum includes themes and events that are focused on how to stay safe. Issues are addressed in ways that are appropriate to children's ages.