

Grand Avenue Primary School – Safeguarding Review 31st January 2019

This review is informed by:

- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2018
- LSCB London Child Protection Procedures

Methodology:

Prior to visit:

- Review of policies on website: Allegations of Abuse Against Staff; Pupils with Severe Allergic Reactions; Anti-Bullying and Harassment; Attendance Punctuality and Absence; Behaviour; Bereavement; CCTV; Complaints; Data Protection; Vetting Policy for Anyone Wishing to Work or Volunteer; Drug, Alcohol and Tobacco Education; Online Safety; Extreme Weather; Educational Visits; Fire Safety; Freedom of Information; health and Safety; Lettings; Children Looked After and Pupils Post Adoption; Pupils with Medical Needs; Personal Care; Privacy Notice; Reasonable Force; Safeguarding and Child Protection; Sex Education; Sun Safety; Pool Safety Operating Procedure; Whistleblowing; Young Carers
- Review of website
- Review of Annual Safeguarding Audit dated November 2018

During the visit:

- Meeting with Designated Safeguarding Leads
- Meeting with Deputy Headteacher
- Meeting with the Chair of Governors
- Meeting with School Business Manager
- Meetings with staff responsible for: health and safety; e-safety; medical arrangements; Single Central Record; PSHE; emotional well-being
- Meeting with a sample of staff
- Meeting with a sample of pupils
- Review of documentation: Single Central Record; recording of concerns; Out of School Club Safeguarding Procedures; Student Handbook; Induction Policy

Leadership and Management:

The school has a Designated Safeguarding Lead (Deputy Headteacher/Inclusion Manager) and a Deputy Designated Safeguarding Lead (Headteacher). The roles of DSL and Deputy DSLs are explicit in their Job Descriptions.

The DSL is the Designated Teacher for Children Looked After. She regular attends network meetings and conferences with the Virtual School.

There is a designated Governor for Safeguarding and the Chair of Governors is the designated lead for Children Looked After. Information about the leads is displayed in the Safeguarding and Child Protection

Policy, the Reception area and the staff room. It is recommended that this information is also displayed on the school website (see Policies and Procedures and Website section).

The DSLs meet weekly to monitor cases and review any actions taken. The Deputy Headteacher has responsibility for attendance and she liaises regularly with members of the Safeguarding Team which ensures that the relationship between attendance issues and possible safeguarding concerns is regularly explored.

There is good communication between the DSLs and the Governing Board with good mechanisms for sharing information. The termly Head Teacher's Report to the Governing Board includes safeguarding and health and safety issues.

The Chair of Governors/Safeguarding Governor visits the school and meets with the DSL at least termly. The Chair of Governors shows an excellent understanding of the issues within the school. During visits, the Chair of Governors aims to speak to ten random adults (including staff from outside agencies) and ten pupils. At present, the focus of the visits is on e-safety. A written report of the visits is submitted to the Full Governing Board (FGB), this helps to evidence the effective monitoring and oversight of safeguarding procedures by the Governing Board.

The minutes of FGB meetings are published on the school website. Although it would appear that safeguarding is discussed at meetings, it is not a standing item on the agenda. It is recommended that Safeguarding is put as standing item for every meeting.

An annual Safeguarding Audit is completed by the Deputy Headteacher and submitted to the Governing Board and the LSCB. The Chair of Governors and the Safeguarding Governor scrutinise the document and ask further questions as necessary.

There is evidence of good relationships with external partners: other agencies are used to promote safeguarding through assemblies etc; rooms are regularly made available for any multi-agency meetings.

Safer Recruitment

The Headteacher, Deputy Headteacher/Inclusion and the Chair of Governors have attended Safer Recruitment Training. At least one trained person is involved in every recruitment process. Questions about safeguarding are included in all interviews and any gaps in employment are explored.

Two references are sought for every appointment. Advice was given regarding historic references. There must be two references on every file or evidence that all reasonable attempts have been made to obtain them. In the event that it is not possible to obtain historic references the school should consider obtaining character references and/or stating what other measures are in place e.g. DBS check, regular appraisals. It is recommended that an audit of files is undertaken to ensure documentation is in place.

A Comprehensive Single Central Record is kept for all staff and volunteers. The document is stored on a secure drive with access appropriately limited. There are separate tabs for: staff; volunteers; supply; students; tutors; visitors; suppliers and contractors; RBK; school health; Governors.

The record has all the appropriate columns (one was added during the Review) and there are no gaps in the recording. Photographic ID is seen for everyone and now recorded on the SCR.

The SCR is checked termly by the Chair of Governors and any actions to be taken are recorded.

All staff, Governors and volunteers are required to have a DBS check. Checks for staff are renewed every five years, for Governors every four years and for volunteers every three years.

Relevant staff and volunteers should be required to declare whether they are disqualified under the Childcare Act 2006. Unfortunately, due to a misunderstanding regarding a change to the legislation and the removal of the 'by association' clause, this was not done this academic year. It is recommended that the existing forms should be amended and the 'by association' section removed.

Details of DBS checks are also seen for agency staff, students, contractors and staff of any clubs run by outside agencies. Any contractors without DBS checks are accompanied at all times. Individuals' DBS details and photographic ID are always checked against the information sent by their agency.

In addition, for all outside agencies, the school obtains confirmation that staff have undertaken safeguarding training, obtains their Safeguarding Policy and briefs all staff on their safeguarding procedures. In addition, the Safeguarding and Child Protection Policy is sent to outside providers as part of school procedures. The school must also obtain confirmation that the agency follows Safer Recruitment procedures and details of the agency's Safeguarding Lead.

Policies and Procedures and Website

The Policies that were reviewed prior to the visit are easily accessible on the school website. None of the policies viewed are dated or have a date for review, so I am unable to comment as to whether the policies have been reviewed to timescale. The school reports that there is a Policy Review Cycle which they will ensure is uploaded to the website.

It is recommended that a section about staff and volunteers witnessing inappropriate behaviour and the correct procedures for raising concerns is added to the Allegations of Abuse Against Staff Policy.

The Attendance, Punctuality and Absence Policy would benefit from reference to the fact that lateness and poor attendance could be an indicator of a safeguarding issue.

The Complaints Policy makes reference to safeguarding concerns and the appropriate Policy to follow. The Whistleblowing Policy needs reference to concerns regarding inappropriate behaviour towards pupils and should make reference to the Allegations of Abuse Against Staff Policy, the Safeguarding and Child Protection Policy and LADO.

The school uses the AfC model Safeguarding and Child Protection Policy.

The Data Protection Policy and the Privacy Notice have been reviewed to reflect the Data Protection Act 2018 and the General Data Protection Regulation (GDPR.) The School Business Manager acts as the school's Data Protection Officer.

The school website does not have a Safeguarding section. It is recommended that one is added which includes: a safeguarding statement; details of the DSLs; details of the Safeguarding Governor; link to the Safeguarding and Child Protection Policy; contact details for SPA; links to further safeguarding information and useful websites, including domestic violence, mental health and e-safety.

There is no information on the website regarding e-safety although this may be in the Parent Resource section which requires a password. If not, the school should ensure that e-safety information is available on the website.

Training

The DSL and Deputy DSL have up to date multi-agency safeguarding training (level 3) which is updated every 2 years. Both the DSL and Deputy DSL have also attended the Signs of Safety training so are familiar with the framework used by AfC. In addition, the DSL has undertaken the following training: Safeguarding Children with Disabilities; FGM (online); Prevent (online); Mental Health First Aid; LSCB Conferences. The Deputy DSL has attended training in the following areas: domestic abuse; FGM; neglect.

The DSL delivers safeguarding training to all staff, including office staff, premises staff and SMSAs every 3 years. Refresher training is delivered at least annually in staff meetings, focusing on different topics including Prevent and radicalisation. In addition all staff undertook Prevent training in 2016. The Deputy DSL attended FGM training and delivered a session to all staff.

Staff confirmed that additional safeguarding updates are given regularly through, staff meetings, briefings and emails. The DSLs receive weekly safeguarding briefings from www.safeguardingschools.co.uk and the information is disseminated appropriately.

Catering staff are employed by ISS who provide them with safeguarding training.

All outside agencies and companies who provide staff for the school are required to provide their own Safeguarding Policy (where applicable) and the staff are briefed on the school's safeguarding procedures, including the Out of School Club Safeguarding Procedures. However, the school must also ensure that they have confirmation of safeguarding training undertaken by these staff.

The Safeguarding Governor and the Chair of Governors have attended 'Safeguarding: The Governing Board's Role' training. The Safeguarding Governor receives annual safeguarding training in her role as a midwife. A number of Governors have also attended the school's Safeguarding training sessions, Prevent training and E-Safety training.

Staff confirmed that they are all required to read part 1 and Annex A of Keeping Children Safe in Education 2018 and relevant Safeguarding Policies and Procedures. Time is allocated at different times of the year to enable staff to read these documents.

Keeping Children Safe in Education 2018 has been circulated to all Governors with a recommendation to read part 1 and Annex A, it is recommended that the Governors are familiar with the whole document. A record of Safeguarding training undertaken is kept by the DSL.

The school has a comprehensive induction procedure which is followed for all staff which includes: safeguarding training; Code of Conduct; Safeguarding and Child protection Policy; Keeping Children Safe in Education 2018; relevant Health and Safety policies and procedures.

There is a separate Induction Pack for students and volunteers which includes appropriate safeguarding and health and safety information. All students and volunteers are required to sign a Confidentiality Agreement and a Safeguarding Children and Young People Safe Working Practice Agreement.

Staff were able to confirm the training they had received and showed an excellent understanding of abuse, neglect and harm, what to look for and how to report any concerns. They had a good understanding of what safeguarding meant in their particular roles. Staff were very clear that the child's welfare is paramount and were aware that, if necessary, they can contact SPA directly.

Knowledge gained from training is shared in staff meetings, briefings and communicated by email. The impact of training is evaluated through practice, for example, staff having more confidence to report concerns, knowledge of procedures and a heightened awareness of safeguarding issues.

Recording Systems

The school has a Concern Form for reporting any safeguarding concerns. Body maps are also used. The forms are either sent electronically or handed directly to the DSLs.

When details of a concern are received, the Safeguarding Team discuss the action to be taken, for example, monitor, speak to parents, refer to SPA. Forms are stored on a secure drive, access to which is appropriately limited. Paper forms are scanned and also kept in a locked cabinet. Low level 'one off' forms are kept in a separate folder. Chronologies and separate folders are started for high level concerns or on receipt of a second Concern Form. Documents are scanned and added to the folders as necessary. The chronologies act as an easy point of reference should a referral be needed to SPA.

Staff reported that they felt comfortable approaching the DSLs for advice and that they always receive appropriate feedback about any concerns that are reported. The DSLs have a good understanding of when issues, concerns etc. should be referred to Children's Services. The school reports a good working relationship with SPA.

When pupils transfer to another school, electronic folders are securely emailed. Any paper folders are either hand delivered or posted using secure mail, the school must ensure that they obtain a receipt for these files.

The school has an Online Safety Policy and uses the LGfL filtering system to allow or block sites as appropriate. Staff have individual log-ins for the computer and pupils use year group log-ins. An Acceptable Use and Transfer of Data Agreement is signed by staff. Pupils sign a Computing Code of Conduct. USO FX2 and Egress are used for transferring sensitive/confidential information.

Staff are aware of the whistleblowing procedures and their responsibility to report any concerns regarding other staff members and volunteers to the Headteacher and that concerns/complaints regarding the Headteacher should be reported to the Chair of Governors. Staff reported that the culture of the school is such that they would feel able to raise concerns about other staff members and volunteers and are confident that they would be dealt with in a professional manner.

School Site Safety

There are two gates to the school, one pedestrian and one vehicle. They both remain locked during the school day and are covered by CCTV. There is an intercom system so Reception staff are able to monitor access. The door to the Reception area is also locked with an intercom system. The school has a CCTV Policy and the school ensures it complies with the Information Commissioner's Office CCTV Code of Practice.

The pedestrian gate is opened at 08:30, parents/carers drop their children at the gate, staff are always on duty. Year 5 and 6 pupils who are travelling independently use the pedestrian path next to the vehicle access gate. Staff are also on duty at this gate. All pupils make their way to the playground where additional staff are on duty. Any latecomers are required to report to the office.

At the end of the school day the gates are opened at 15:05. Pupils in Early Years and KS1 are collected from their classroom doors. At 15:15 KS2 pupils are brought to the wooden internal gate by their teachers. They line up in their classes and are dismissed to their parents.

Pupils in years 5 and 6 are permitted to travel to and from school on their own with written permission from parents/carers.

All visitors are required to sign in and out at reception and are issued with a visitors' badge. All visitors are required to read the Safeguarding Information which includes details regarding: evacuation of the building; first aiders; child protection; confidentiality.

The pupils spoken to showed excellent knowledge of the procedures for visitors. They were very clear about what action should be taken if they see an adult without a badge.

Health and Safety

The Headteacher has overall responsibility for the day to day management of health and safety. The School Business Manager, the Caretaker and the Assistant Caretaker have responsibility for the operational side of health and safety.

The school uses the Royal Borough of Kingston upon Thames' Health and Safety Policy. It is recommended that specific health and safety arrangements for the school are added.

The school obtains its health and safety advice and support from the Royal Borough of Kingston upon Thames (RBK). The School Business Manager attends the termly health and safety meetings. RBK have conducted the following audits: Playground Safety (18/10/18); Fire Safety (2016); Swimming Pool Plant Room (2016).

Staff responsible for health and safety have attended the following training: Fire Safety Awareness with the Use of Extinguishers; Working at Heights; Playground Inspection; Risk Assessment; COSHH; Managing Premises; Legionella Awareness; Electrical Inspection; Swimming Pool Safety.

The Caretakers conduct a daily visual check of the school site and, together with the School Business Manager, ensure that all daily, weekly, monthly, three monthly, six monthly and annual in house and external checks are conducted to timescale and recorded appropriately. A termly Health and Safety report is submitted to the Governing Board.

Health and safety signage is clearly visible throughout the school.

Fire alarms are tested weekly. Fire drills are held termly at different times of the day including after school. Different scenarios have been used in fire drills, for example, blocking off exits and staircases and pupils failing to report to meeting points. Personal Emergency Evacuation Plans (PEEPs) are completed for staff, volunteers or pupils who require assistance during an evacuation. The school has Refuge Points and an Evac Chair – four staff have been trained in its use. The school has a Fire Safety Policy which includes a checklist for people hiring the premises.

The school has sufficient trained first aiders. Staff and pupils are aware of the first aid arrangements in the school and details of first aiders are clearly displayed.

The school has a Medical Room and playground first aid staff have separate first aid boxes. Any first aid administered is recorded on each pupil's individual record on SIMS. For KS1 pupils details are also written on stickers and relayed to the teacher. A phone call to the parent/carer is made for all head injuries.

The school has a Pupils with Medical Needs Policy which details the roles, responsibilities and arrangements within the school regarding pupils with medical needs. There is also a Personal Care Policy. Individual Healthcare Plans are completed and reviewed annually.

Medication and Epi-pens are stored in a locked cabinet in the Medical Room. Inhalers are also stored by year group in the Medical Room. Individual Health Care Plans for children who require regular medication are completed by parents and the school. The TA responsible for the child ensures the Health Care Plan is followed, including administration of medication. All other medication administered is recorded on a child's individual record using SIMS.

Details and photographs of pupils with medical needs are on display in the Medical Room. The school has received explicit permission from parents to do this. Details are also kept securely in files in each classroom. Dietary needs, allergies etc. are shared with the kitchen.

The school has a Critical incident Plan which is reviewed annually. Whole school evacuation would be to one of three sites, depending on the incident: Emmanuelle Church; Our Lady Immaculate Primary School; Christ Church Primary School. All records are accessible remotely.

A Lockdown Procedure is in place. All classrooms, large group rooms and computer rooms have telephones which can be used to raise the alarm. In addition, a bell is used.

Risk assessments are completed for on and off-site activities and include identification of hazards, calculations of risks and actions to be taken to reduce risks. Arrangements for visits and journeys are detailed in the Educational Visits Policy. Staff are required to conduct a preview visit, complete a risk assessment and submit it to the Educational Visits Co-ordinator (Deputy Headteacher) for approval. Risk assessments for individual pupils are completed as necessary. All risk assessments are working documents and are shared and discussed with helpers as appropriate.

The school has a Reasonable Force Policy and a log of all physical interventions is kept by the Inclusion Manager. The recording form for physical intervention includes a space for the pupil's voice.

Relevant staff have received de-escalation and restraint training and the school is considering Team Teach training for staff involved with a particular pupil.

Teaching and Learning

The five (GRAND) rules are: **G**enerous of Spirit, caring sharing and full of fun; **R**espectful of others and all property, taking responsibility for the choices we make; **A**spiring to achieve at our very highest levels, motivated to always do our best and enjoy learning; **N**eat in our appearance and in the presentation of our work; proud of ourselves and our school; **D**etermined individuals who think about others, the world around us and our contribution, so we can make a difference. The pupils showed good knowledge of these 'rules'.

The Behaviour Policy emphasises promoting positive behaviour choices. There is a consistent approach to behaviour management across the school and the school requires all adults to act as positive role models. An age appropriate behaviour management system is displayed in all classrooms.

The school also has an Anti-Bullying and Harassment Policy.

Pupils spoke very enthusiastically about the incentives for positive behaviour choices, for example, praise, Team points, Superstar certificates, Headteacher/Deputy Headteacher stickers, class rewards. They were very knowledgeable about the consequences of poor behaviour choices which include: warnings; loss of Team points; miss playtime; sent to the Headteacher or Deputy Headteacher; detention. Staff use the following set of questions when supporting pupils with behaviour choices: What have you done that you should not have done? How did this make others feel? How can you begin to put this right/resolve this? You have agreed to; Come back and tell ME if the agreement is broken.

Pupils have weekly PSHE lessons and there is a different theme each half-term. Topics covered in PSHE, assemblies etc. include: stranger danger; personal safety; road safety; online safety; friendships;

appropriate relationships; drug awareness; anti-bullying; healthy eating; healthy living. The school also has a Drug, Alcohol and Tobacco Education Policy. There is scope for any topical issues to be discussed both in PSHE lessons and assemblies. The NSPCC delivers the Speak Out Stay Safe Programme to pupils every two years.

Online safety has a high profile in the school and the school are committed to raising the awareness of staff, pupils and parents. The school has a separate E-Safety curriculum as well as the subject being woven in to all other subject areas. E-safety is regularly revisited throughout the school journey. AfC's ICT and Online Safety Adviser has delivered workshops to parents, pupils and staff. The school is currently working towards the Online Safety Mark. Information about E-safety and Social Media is regularly included in Newsletters

The school takes part in Borough initiatives such as Junior Citizen and Bikeability.

Other agencies that have been involved in the delivery of sessions including Police, AfC, NSPCC, health professionals, fire service.

The Child's Voice

Pupils reported that they feel safe in school and would feel comfortable talking to an adult in the school about any worries they may have. They were able to give examples of when they had spoken about their worries and stated that they were always listened to.

There is a strong emphasis on the emotional well-being of the pupils. The school has three trained ELSAs who are able to offer 1:1 or group sessions to identified pupils. Groups are provided according to the needs within the school and examples include: friendships; resilience; social skills. Members of staff are also trained to deliver the following when needed: Circle of Friends; Drawing and Talking Therapy; Lego Therapy; Play Therapy. The school buys in the services of a counsellor for one day a week. 1:1 sessions are held in the morning and there is a drop in surgery in the afternoon. The Educational Psychologist has trained members of staff to deliver a CBT programme for year 5 and 6.

The school is currently taking part in a two year programme with CAMHS which works with families where anxiety is an issue. The DSL and a HLTA (Advisory Assistant for Inclusion) are taking part in a mental health project with Place2Be and will then deliver training to staff members. The DSL has attended Mental Health First Aid Training. Termly SEMH (Social, Emotional and Mental Health) network meetings are held to discuss the needs within the school. The school took part in Children's Mental Health Week.

The school has been awarded Gold Status by the Anti-Bullying Alliance All Together Programme.

There are a number of quiet rooms and a sensory room within the school as well as quiet areas in the playground. KS1 pupils have access to a Buddy Bench in the playground. Playground staff wear high visibility jackets so that they are easily identifiable to the pupils. A Lunchtime Club takes place in the Sunshine Room for those pupils who may find these times challenging.

In the summer term pupils in year 5 receive training to become Peer Mediators so that when they are in year 6 they are able to deal with low level playground disagreements and disputes using the Restorative Justice principles.

Year 2 pupils act as Playground Buddies for younger pupils in KS1 and year 5 pupils act as Playground Buddies for younger pupils in KS2. Identified pupils in year 1 and 2 are paired with year 6 pupils who act as mentors and engage in activities such as reading and games.

There is an active School Council which meets fortnightly. The Council consists of two elected pupils from each class from year 2 upwards. All pupils are able to put forward ideas and issues to be discussed at Council meetings. The members feedback the decisions made to their classes. Pupils reported that they discuss ideas and improvements for the school. The focus this term is on the Anti-Bullying and Harassment Policy.

Pupils from year 6 have the opportunity to act as Champions in various areas: library; curriculum; environment; charity; office; P.E. Roles are rotated and every year 6 pupil is a Champion of some sort throughout the year.

Year 5 pupils act as fruit monitors and assembly monitors and all classes have monitors for various jobs. In addition, each class has Class Ambassadors whose job is to welcome any visitors to the class. The school conducts an annual pupil PASS survey which includes questions about feeling safe and having an adult to talk to. In addition, an Anti-Bullying and Well-Being Survey is conducted. The annual parent survey also includes questions regarding safety. All responses are analysed and negative answers are followed up. All pupils spoken to stated that they 'love school' and when asked to describe their school in one word, the responses were extremely positive. Words used included: fun, firm, GRAND; awesome; extraordinary; great; positive; friendly; safe; ordered; excellent; amazing. Pupils spoken to stated that they would recommend their school to others.

Strengths

- Safeguarding is clearly a priority in the school with time and resources allocated to ensure that the children are safe and that their emotional needs are met.
- There is good communication between staff, the DSLs and the Governing Board.
- The Chair of Governors and Safeguarding Governor are clearly committed to this aspect of their duties and have established an effective system for monitoring and evaluating safeguarding practices and initiatives.
- Safer recruitment procedures are good. A comprehensive Single Central Record is maintained.
- There is a clear induction process for staff and volunteers which includes all relevant safeguarding information.
- There is a clear commitment to training. Staff receive regular safeguarding training and as a result are knowledgeable about safeguarding issues.
- The PSHE curriculum ensures that pupils are well informed about a wide range of safeguarding topics.
- The school shows a strong commitment to online safety.
- There are robust measures in place to ensure the site is secure.
- Health and Safety is clearly a priority and systems are in place to ensure that all checks and inspections are conducted to timescale.
- Medical procedures are sound although a recommendation for further improvement has been given.
- There are procedures in place for whole school evacuation and lockdown.
- There is a strong emphasis on the emotional well-being of pupils.
- Pupils are encouraged to participate and the voice of the child can be seen throughout the school.
- The pupils report that they feel safe in school.

Recommendations

- Safeguarding to be a standing item on the agenda for Full Governing Board meetings.
- Ensure relevant staff and volunteers declare whether they are disqualified under the Childcare Act 2006.
- For outside agencies, clubs etc.
Obtain: confirmation that the agency follows safer recruitment procedures; details of the safeguarding lead for the agency; confirmation that all staff have undertaken safeguarding training.
- Ensure Policy Review Cycle is uploaded to the school website. This was undertaken during the Review.
- Section about staff and volunteers witnessing inappropriate behaviour and the correct procedures for raising concerns to be added to the Allegations of Abuse Against Staff Policy.
- The Attendance, Punctuality and Absence Policy to include reference to the fact that lateness and poor attendance could be an indicator of a safeguarding issue. This was undertaken during the Review.

- Whistleblowing Policy to include reference to concerns regarding inappropriate behaviour towards pupils. This was undertaken during the Review.
- Add a Safeguarding section to the school website which includes:
 - Safeguarding statement
 - Details of the DSLs
 - Details of the Safeguarding Governor
 - Link to the Safeguarding and Child Protection Policy
 - Contact details for SPA
 - Links to further safeguarding information and useful websites, including domestic violence and mental health.
- Ensure e-safety information is available on the website.
- Ensure Governors understand the importance of reading and becoming familiar Keeping Children Safe in Education (whole document).
- Ensure that receipts are obtained for paper Safeguarding files passed/sent to other schools.
- Add school specific health and safety arrangements to the Health and Safety Policy.



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