THE SAFEGUARDING ALLIANCE

STRICTLY PRIVATE AND CONFIDENTIAL
FOR THE ATTENTION OF JAS SOHAL AND ANDY OLIVER

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KEY INFORMATION

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Key dates	
Start date of the audit:	4th May 2021
Recommended first review:	4th May 2022
Recommended Second review:	4th May 2023

OVERVIEW

1. Holte School ("School") provides education to pupils aged 11 to 18 years old.

2. The Safeguarding Alliance ("The Safeguarding Alliance", "We", "our" or "us") is a premier centre of safeguarding excellence ensuring organisations maintain best practice that is required to keep children and young people safe.

3. We were contracted to conduct a full safeguarding audit of Holte School. The audit consists of a high intensity assessment period which includes focused meetings with key stakeholders. The audit process reviewed key areas within Holte School including:

    ▪ Safeguarding within the HR process including safer recruitment;
    ▪ Safeguarding Governance and Leadership;
    ▪ Safeguarding practice and culture;
    ▪ Safeguarding policies and procedures;
    ▪ Safeguarding case management;
    ▪ Safeguarding training and awareness;
    ▪ Safeguarding curriculum;
    ▪ Safeguarding practice.

4. The purpose of the audit is to showcase best safeguarding practice and identify potential safeguarding risk such as: operational, strategic, reputational, financial, legal and personnel, and to ensure once identified they are prioritised, assessed and communicated.

KEY STRENGTHS

<u>Safeguarding culture and ethos</u>

6. Safeguarding is at the heart of Holte School. The ethos of the school is child focused which all stakeholders buy into. Safeguarding is a priority and is seen in every aspect in the school. The School has an evident culture of excellent safeguarding awareness and understanding.

7. The Headteacher, Governors and the Senior Leadership Team ("SLT") drive safeguarding standards at Holte School. There is clear strategic leadership in relation to safeguarding and student and staff wellbeing.

8. The Headteacher, Governors and the SLT have the highest expectations in regard to safeguarding. Leaders' continuous drive to provide excellence in safeguarding for all is shared by all stakeholders.

9. Leaders' core values include the well-being of the child at the top of their agenda, and this was evident at every leadership level.

10. The Designated Safeguarding Lead ("DSL") is highly respected and knowledgeable in the field of safeguarding and has created an environment of best in class safeguarding practice that is enabling staff and pupils to thrive in a safe and nurturing environment.

11. All stakeholders are motivated to ensure that safeguarding is given the utmost priority within the whole School community.

12. Staff are confident what safeguarding is in context to the School and feel safe and supported in their roles.

13. Effective provisions were put in practice to ensure that all children within the School were adequately safeguarded from maltreatment, impairment of their health and development and provided with safe and effective care enabling them to have the best possible outcomes. Such provisions are mentioned further on within this report.

14. All stakeholders upheld the School moto of safeguarding being everyone's responsibility.

15. Pupils overwhelming feel safe at the School and believe that the School community cares for them at all times.

16. The staff team are extremely experienced and have deep rooted connections with the local community. Their commitment and drive to safeguard pupils at all times was evident throughout the Audit.

17. Early identification and intervention are at the forefront of all stakeholders' minds. The mindset of 'every pupil matters' and 'safeguarding is everyone's responsibility' means that there is early identification and intervention at Holte School.

18. Safeguarding is not a 'tick-box' exercise for Holte School. It is carefully considered, implemented and embedded into all practice.

19. The School has taken action to review all off-site provision and safeguarding arrangements surrounding off-site learning. The School keeps detailed logs on pupils learning off-site.

The Governing Body

20. The Governing Body have all been trained in safeguarding and some members of the Board have also received mental health awareness training.

21. The Governing Body has a dedicated Safeguarding Governor who has oversight of safeguarding at the School. The Safeguarding Governor will report back to the wider Governing Body with her findings. The Safeguarding Governor completes monitoring visits and as part of these, will speak to the Safeguarding Team.

22. Governors at the School clearly understanding their safeguarding responsibilities, and this is something that is given the highest priority. The DSL provides the Governing Body with a regular safeguarding data briefing to ensure the Governors are kept up to date with the contextual trends and risks at the School.

23. The Governing Body understands their role in monitoring safeguarding at the School. They are active in ensuring safeguarding accountability is maintained through robust governance. The Governing Body provide effective support and drive to ensure safeguarding is prioritised.

24. The Chair of Governors fully understands what safeguarding means in context to the School. Her level of commitment to safeguarding best practice is driving a strategic safeguarding agenda from a governance level.

25. The Governing Body understand the local context and have a vested interest in the school and local community.

26. The Governing Body provide effective support to the Headteacher and the SLT. This promotes an open and transparent approach to safeguarding communication between the SLT and the Governing Body.

27. During the Audit, we spoke to a range of staff, all of whom were able to identify who the Governors were. Staff identified that they could contact the Governors by obtaining their details from the Main Reception.

Safeguarding Team

28. All staff members, both, teaching and non-teaching, are aware of the role of the DSL and Deputy Designated Safeguarding Leads ("DDSL"). There is a clear organisational structure in place identifying safeguarding key roles and responsibilities within the School.

29. The DSL and DDSL have been trained to the appropriate standard in order for them to conduct their duties within the Safeguarding Team.

30. The DSL and DDSL undertake continuous professional development to ensure that their knowledge and understanding is current and relevant to the local context. This helps them provide appropriate support to pupils in their care.

31. The DSL and DDSL's do not delegate their strategic role to others. The DSL/DDSL's ensure that everyone within the School community understands and adheres to their specific duty of care towards pupils and the wider School community.

32. The DSL and DDSL's disseminate a clear and powerful safeguarding agenda to all members of staff. There is mandatory safeguarding training for all staff at the start of the academic year or upon induction into the School.

33. Through the academic year, the DSL and DDSL provide staff with regular updates on current safeguarding concerns which have been highlighted as a concern at the School or local area. An example of this has been the recent training on domestic violence.

34. The School have a safeguarding weekly focus to keep staff knowledge and understanding up to date.

35. The Safeguarding Team analyse safeguarding concerns half termly. This involves identifying trends, 'at risk' year groups, categories of need and possible training needed.

36. The DSL reports directly to the Headteacher regarding safeguarding.

37. As stated above, the DSL works closely with the Governing Body. This ensures a two-stage due diligence approach on the effectiveness of safeguarding policy and procedures.

38. The DSL and DDSL work closely with local agencies to provide support and guidance to pupils at Holte School. Parents/carers and pupils are signposted to different organisations and support groups locally and nationally.

39. The DSL and DDSL provide information to pupils in relation to online support services such as 'Kooth', the online counselling and emotional wellbeing platform for children and young people.

40. The School has a link Police Liaison Officer who visits once a week. The relationship between the School and the Police Liaison Officer is vital and provides efficient, appropriate and effective information sharing.

41. The DSL and DDSL's work closely with the Pastoral Leaders to provide appropriate support to pupils in the School.

Case management

42. The School uses CPOMs for safeguarding case management.

43. Historical paper-based files are stored in a secure filing cabinet.

44. There is effective reporting and recording of safeguarding concerns taking place via CPOMs. All staff have training on the basic use of CPOMs. This ensures that staff can report safeguarding concerns when they arise. Staff were confident how and when to report.

45. The DSL and DDSL meet weekly (although moving to fortnightly) to discuss safeguarding concerns management. It was noted that the purpose of this meeting was to review current safeguarding concerns.

Pastoral Leaders

46. Through meetings, it was evident that Pastoral Leaders are passionate about their jobs. They are committed, motivated and driven to improve the life chances of pupils at Holte School.

47. The School have an extensive pastoral structure to support pupil's wellbeing and welfare. Each year group has an associated non-teaching Pastoral Leader, an Academic Year Leader and a member of the SLT. This capacity enables Pastoral Leaders to really get to know the pupils. It was evident when talking to Pastoral Leaders that they know each and every pupil in their care.

48. Pastoral Leaders have a wide range of experience in relation to supporting pupils at the School. When discussing support, Pastoral Leaders could give ample examples of occasions when they have supported pupils.

49. Pastoral Leaders work collaboratively with the DSL and DDSL to support pupils.

50. Pastoral Leaders hold an analysis of attendance data and outcomes and interventions. The role of the non-teaching Pastoral Leaders enables the School to review attendance and possible safeguarding concerns surrounding attendance. The non-teaching Pastoral Leaders

analyse this data to identify those who might require early help and ascertain an impact of support strategies.

51. Pastoral Leaders understand the different referral options at Holte School. Pastoral Leaders carefully review each child and ensure that the relevant referral is completed.

52. The Pastoral Leaders are key in identifying possible risks and pupils who may be at risk. Early risk identification and intervention is strong at Holte School. Non-teaching Pastoral Leaders are pro-active in identifying current trends in safeguarding concerns and their experience enables them to appropriately support pupils.

53. It was evident that the School utilise their own in-house early help expertise before having to escalate to further external agency intervention. The Pastoral Team are driven by contextual safeguarding issues within the demographical location of the School and are aware of the threats and risk their pupils may face.

54. The Pastoral Team at the School know how to access statutory and other support agencies and clearly evidence their decisions being made. Staff fully understand how to escalate any concerns they may have to the Local Authority early help team.

55. The School signposts pupils to a range of external organisations. These include online organisations such as 'Kooth'.

56. The excellent relationship between the School and the Police Liaison Officer enables information to be shared quickly and risky behaviour to be identified in order to agree an appropriate intervention/diversion plan.

57. Pastoral Leaders have had extensive training to ensure that they can support the pupils in their care. This training includes:

    57.1. Department for Education (DfE) Mentoring training;
    57.2. Prevent and Radicalisation training;
    57.3. Safeguarding training;
    57.4. First Aid training;
    57.5. Mental Health First Aiders training;
    57.6. Management and Leadership training.

Whisper Anonymous Reporting

58. The School uses the online anonymous reporting tool, 'Whisper' to give pupils an opportunity to report concerns in a confidential way.

59. In our discussion with pupils, it was clear that the use of 'Whisper' gives them an alternative method of reporting concerns. It gives pupils a safe pathway to report concerns to the School Leadership Team.

60. Pupils spoke confidentiality about the use of 'Whisper' at school as a means of pupil voice. It was apparent that they felt positively empowered to speak up safely without fear of repercussions.

Training

61. The DSL and DDSL's have received child protection and safeguarding training within the last two years which has covered as a minimum, the contents of the most up to date version of Keeping Children Safe in Education guidance ("KCSiE").

62. The DSL ensures that safeguarding training is given the highest priority. At the start of the academic year, all staff receive an annual update. As part of this update, staff are asked to read KCSiE in front of the DSL, and then answer a series of questions based on the content of KCSiE.

63. The School analyses logged safeguarding concerns and identifies additional training that staff may need to develop their knowledge and understanding. This is exceptional safeguarding practice.

64. The DSL understands the importance of regular safeguarding updates to staff. A safeguarding newsletter is used as a method of continual professional development for staff. The safeguarding newsletter is focused on key risk areas identified by the DSL and his team.

65. There is evidence that the training is relevant, and contextual to in-house practice and not merely a 'tick box' exercise.

66. The training in safeguarding goes above and beyond all statutory requirements. Expertise of safeguarding is shared with all, via a wide range of training opportunities, and by a variety of internal and external providers. Training is both responsive to the needs of pupils and reflective of local and legal context. After the training, all participants are able to demonstrate their understanding and application of best practice in safeguarding as this is monitored continuously throughout the academic year.

67. Post national lockdowns, the School has dedicated time to ensure that staff have up to date training and understanding surrounding mental health and domestic violence.

Counsellor and 'Wellbeing Crew'

68. Pupils have access to an external counsellor if they wish to seek support.

69. The Counsellor is invited to the Pastoral Team fortnightly meeting to ensure that information is shared when and where appropriate.

70. The Counsellor will share information with the safeguarding team if and when concerns arise.

71. The School have a linkage with an external organisation called 'Wellbeing Crew' who offer additional support to pupils. A service level agreement is in place for this. As part of this service level agreement, DBS checks are completed, and safeguarding training is conducted.

School Nurse

72. Pupils at Holte School have access to a School nurse. The nurse has a very good relationship with the School and it was stated that the nurse has strong relationships with the local community and pupil families.

73. The nurse attends weekly onsite to speak to pupils. Historically there has been a 'drop in' option but currently the nurse has set appointments. The nurse will also speak to pupils who have been highlighted for attendance issues.

Partnership with Police Liaison Officer

74. The Police Liaison Officer plays an active part in safeguarding at Holte. This involves:

    74.1.   Regular attendance at safeguarding meetings;
    74.2.   One to one sessions with pupils;
    74.3.   Supporting the School identify at risk pupils;
    74.4.   Conducting home visits;
    74.5.   Knife arches at School;
    74.6.   Manage moves with other schools;
    74.7.   Working with the School and families.

75. This level of support has enabled Holte to identify possible risky behaviour at an early stage. Through our discussion with the Police Liaison Officer, it was apparent that the Safeguarding Team at Holte really do know their pupils.

Curriculum

76. The School's approach to educating pupils about safeguarding related content does not just sit with the PSHE/Humanities teachers. It is a whole school effort that takes place across the whole School curriculum. This is further evidence that safeguarding is not a 'tick-box' activity or a 'bolt-on'. It is carefully embedded into the curriculum.

77. Education relating to safeguarding does not just take place in the timetable curriculum. It was evident through our meetings that staff regularly talk with pupils about safeguarding issues through activities such as workshops and assemblies.

78. The School hold Spiritual Moral Social Cultural ("SMSC") days throughout the academic year. These SMSC days cover key areas of concern and the School reflects upon local safeguarding issues as part of these days.

79. Local safeguarding issues are put into to context and then incorporated into curriculum planning and SMSC days. The curriculum does not only address local safeguarding issues and trends, it was apparent that national and international safeguarding trends are covered.

80. All pupils, regardless of their age, are encouraged to adopt a safe and responsible practical approach to positive risk management. The School encourages pupils to take measured and mitigated risks.

81. The School provides pupils with a daily form time activity centred on wellbeing and safeguarding. These 'form time' activities are targeted to address risky behaviour potentially affecting pupils and these often link with national events such as anti-bullying week.

82. It was evident that planned form time enabled pupils to build strong relationships with staff. These strong relationships echo the School ethos of safeguarding and pupil welfare being at its heart.

83. During the national lockdown, the School continued 'form time' to enable pupils to 'check in' with their form tutor. Uptake in this 'check in' time was high, and this is testament to the strong relationships built at Hotle.

84. Pupils have the opportunity to participate in activities focused on British Values – beliefs and values. At the end of these SMSC days, pupils are asked for feedback as part of the School's evaluation.

85. The safeguarding newsletter and update resource highlights the most critical specific safeguarding issues to bring to the attention of the wider School community to ensure that any message being conveyed in School can equally be reinforced in the home.

86. The IT curriculum covers key safeguarding content in regard to e-safety, social media platforms, data protection, fraud and cyber security.

87. Pupils are given the opportunity to participate in enrichment opportunities such as CEOP Ambassador training and e-safety digital leaders.

88. The School offers pupils the opportunity to hear safeguarding in real life situations. This includes guest speakers as well as themed assemblies.

89. Historically assemblies, lessons and workshops have taken place on the following safeguarding themes:

    89.1.   Gangs, county lines and knife crime
    89.2.   Safer Internet Day
    89.3.   Online safety
    89.4.   Bullying including cyberbullying

90. The School provides pupils the opportunity to speak to risk assessed external visitors such as ex-offenders. It was clear that pupils valued this experience in terms of insight it provided.

91. When speaking to pupils, they could identify opportunities in the planned whole school curriculum where they developed knowledge and understanding around safeguarding topics.

92. All pupils spoke highly of the SMSC days, and they felt that the topics covered were relevant and useful.

93. Through PSHE pupils are able to develop their self-knowledge, self-esteem and self-confidence. Pupils identified a range of examples in PSHE where they learnt about safeguarding topics. This ensures any issues are identified early and an action plan is implemented to mitigate against such risk.

94. At Holte, many resources and activities relating to safeguarding have a 'voice over' from the DSL. This ensures that the same clear message is being delivered across the School. It also supports staff who may not feel comfortable delivering the curriculum content.

Pupil voice

95. Pupils say they feel safe at Holte and enjoy attending School.

96. Pupils spoke about the different support available to them at Holte. This included the SMSC days, Pastoral Team support, PSHE curriculum and 'Whisper'.

97. When asked, they explained the different student led opportunities to drive safeguarding at the School. This included involvement in the School Anti-Bullying Policy, RSE Policy, Behaviour Policy, feedback on SMSC days and pupil voice surveys.

98. Pupils know when and where they can seek support for safeguarding issues or concerns.

99. Pupils explained that they are made to feel comfortable to talk about any concerns they may have and understand that they will be listened to and their opinions valued.

100. The pupils were aware of trending safeguarding risks to their peer group and knew how to take appropriate action and who to speak with, if they held any concerns.

101. The 'Junior Leadership Team' mirror the School Senior Leadership Team. This enables pupils to have an active voice in driving standards at the School.

102. Pupils are often surveyed for their opinions on a range of issues including their opinions on the SMSC days.

103. Through our meetings, it was evident that pupil voice is used to shape future planning of the curriculum and events such as assemblies and workshops.

Safer recruitment

104. As part of the audit process, The Safeguarding Alliance met with the Human Resources ("HR") team to ensure the School is safer recruitment competent.

105. There are currently changes taking place within the School's HR team.

106. The School have a clear written safer recruitment policy which remains, very much, a living document. The HR team are familiar with the recruitment check list and ensure that safer recruitment is the highest priority. Whilst we were undertaking the visit, the HR team implemented a safer recruitment flow chart. Robust safer recruitment procedures are in place to ensure that only appropriate adults are working with children. All appropriate checks are carried out in a timely manner.

107. The HR team, and those involved in the recruiting process, have undertaken relevant safer recruitment training.

108. The School make their commitment to safeguarding evident in both the interviewing and advertising process.

109. The School have clear and appropriate job descriptions in place for all members of staff, that include responsibilities for safeguarding and child protection.

110.   There is a clear statement of safeguarding intent contained in the offer letter and email. Safer recruitment is equally evidenced throughout the job application itself.

111.   The recruitment and vetting procedures that are in place are clearly identifiable in order to identify, deter and reject people who pose a risk to children. The potential candidate is required to make a declaration of full disclosure and acknowledges that any agreement of employment may be terminated immediately for misrepresentation. This is explained within the offer e-mail and letter prior to acceptance.

112.   During the interview there are key safeguarding questions asked.

113.   Although The Safeguarding Alliance did not witness the interview process in practice, through the relevant documentation that we were shown, it is clear that the interview follows a clear and structured process, with a key theme throughout in safer recruitment. The HR team have a copy of the interview checklist that the panels can follow.

114.   The School undertakes rigorous background checks and HR have a file completed for all members of staff and potential members of staff, that is held on the Single Central Record ("SCR"). These checks are monitored and updated regularly, and all checks are conducted via professional and reputable sources.

115.   Any position offered to staff is offered subject to checks being undertaken and the required documentation is collected and reviewed before the final employment decision is made.

116.   The School undertake rigorous criminal and police background checks, such checks originate from the country where the candidate currently is residing, and it is ensured that the checks are less than six months old at the time candidate leaves that country.

117.   The School ensures that the relevant Prohibition from Teaching ("PFT") check takes place, and the results are recorded on the SCR.

Single Central Record

118.   Holte School uses a Local Authority SCR template.

119.   The School regularly updates the SCR ensuring that all staff, volunteer and governor records are contained and maintained.

120.   Currently, the HR team and the SLT have access to the SCR. The SCR is reviewed regularly by the Headteacher.

121.   The SCR includes tabs for different categories:

121.1.   Employees;
121.2.   Governors and Volunteers;
121.3.   Contractors, Students and Visitors;
121.4.   Centrally employed and Agencies;
121.5.   Leavers.

122.   The SCR states whether the following checks have been carried out, and/or certificates obtained, including the date in which such checks have taken place. The SCR shows as a minimum:

122.1.   An identity check,
122.2.   A barred list check,
122.3.   An enhanced DBS check,
122.4.   A prohibition from teaching check is carried out for all engaged in 'teaching work', whether a qualified teacher or not,
122.5.   Further checks on people living or working outside the UK,
122.6.   A check of professional qualifications which is attested,
122.7.   A check to establish the person's right to work in the UK,
122.8.   S128 check via secure access,

Induction

123.   Through our discussions with staff, it was evident that all staff receive a thorough induction. This process includes safeguarding training, a staff handbook and access to School policies.

124.   As part of the induction process all staff are made aware as to who the DSL/DDSL's are within the School. Staff including new governors are provided with a copy of the Child Protection and Safeguarding Policy. As part of the induction process staff are all shown how to raise a concern or allegation about another adult in School; attention is drawn to both the Complaints and Whistleblowing Policy.

125.   The School hold a safeguarding and child protection induction training for all staff. This training is contextual to the requirements of the School itself and covers all the protocols surrounding safeguarding practice and procedure in School. The training directly links to policies.

Policies

126.   The Safeguarding and Child Protection Policy was ratified in July 2020 by the Full Governing Body.

127.   There was evidence that the safeguarding related policies clearly inform practice. Policy and practice are examined by the Governing Body in a robust and rigorous manner to ensure maintained compliance and best practice.

128.   All members of the College staff have access to a copy of all safeguarding policies and procedures.

Attendance

129.   The Pastoral Team are aware of pupils who are persistently absent or missing. They take appropriate action, as per School policy and procedures.

130.   The Pastoral Team hold an analysis of attendance data and outcomes and interventions. The Pastoral Team analyse this data to identify those pupils who might require early help and evaluate the impact of support strategies.

Medical and first aid

131.   There is a published Medication Policy which was ratified by the full Governing Body in December 2020.

132.   The Policy gives clear information regarding:

132.1.   Administration of medication,
132.2.   Storage of medication,
132.3.   Disposal of medication,

133.   The School keep up to date information regarding allergens. This includes a photographic image of the child, type of allergen and action required.

134.   Health Care Plans are stored on an online platform called 'Provision Map'. These are updated annually and shared with staff.

135.   The SEN Welfare Coordinator liaises with external professionals for pupils who have complex medical needs.

136. The first aid team keep a log of pupil visits to the medical/first aid room.

137. Staff who have involvement in medical/first aid have all been trained and the School continuously looks at additional training if required.

138. In conversations with the Catering Manager/Chef it was apparent that there was a proactive approach to allergens and there was significant awareness by staff. Communication between the SEN Welfare Coordinator, first aid team and the Catering Manager/Chef is effective.

ICT

139. Holte School has an Online Safety Policy which was ratified by the Governing Body in July 2020.

140. The School also has an Acceptable Use of ICT including a Social Media Agreement which was ratified by the Governing Body in July 2020.

141. The Acceptable Use of ICT including Social Media Agreement sets clear expectations with regard to staff use of ICT at the School. This includes:

141.1. Digital communication,
141.2. Mobile phones,
141.3. Social networking sites,
141.4. Websites,
141.5. Passwords,
141.6. Use of equipment,
141.7. Data storage,
141.8. Remote learning,
141.9. Safeguarding,

142. The School uses PCE software monitoring which enables staff to identify pupils who are exposing themselves to possible risk. This will track pupil use of Microsoft software as well as online. Any alerts from PCE are sent to the Headteacher and DSL.

KEY RISK FACTORS AND RECOMMENDATIONS FOR CONTINUED IMROVEMENT

143.   Throughout the audit process, The Safeguarding Alliance team identified key risk areas. This part of the report has been divided into key risk areas followed by key recommendations for continued improvement that Holte School may wish to adopt.

144.   Key risk areas include:

Risk 1:   Standard Operating Procedures ("SOPs")
Risk 2:   Pupil voice
Risk 3:   Safeguarding Supervision
Risk 4:   Visitors reporting safeguarding concerns
Risk 5:   Safeguarding children with Special Educational Needs
Risk 6:   Safeguarding Team signing in and out
Risk 7:   Accidents on site
Risk 8:   Counselling
Risk 9:   Pupils carrying medication

Risk 1: Standard Operating Procedures

145.   The School currently has an extremely committed and competent staff team. Although staff conduct best in class safeguarding practice this heavily relies on their current operational understanding, competence and experience.

146.   The School does not have SOPs in place for current practice which poses a great risk to the School's safeguarding succession planning. If staff were to leave or go off unexpectedly, there is the risk that others taking on the role would not have the required level of insight into current practice.

Recommendation 1: Standard Operating Procedures (SOPs)

147.   It is recommended that the School creates contextually relevant SOPs. These can then be shared with current and future staff or volunteers to ensure consistency and transparency with safeguarding best practice.

Risk 2: Pupil voice

148.   Pupil voice is promoted at Holte through the 'Junior Leadership Team'. Pupil voice is key in embedding safeguarding. Although pupils are involved in some policy development it is not consistent. For example, pupils have been involved in the School Anti-bullying Policy. A strong pupil voice is crucial when driving safeguarding standards forward within a school.

Recommendation 2: Pupil voice

149.   It is recommended that pupils are involved in policy development and the school improvement/development plan.

Risk 3: Safeguarding Supervision

150.   Offering support to the DSL is extremely important. Supervision will enable the DSL the opportunity to discuss and reflect upon practice. This is not currently taking place in practice.

Recommendation: 3 Safeguarding Supervision

151.   While the School offers internal supervision to staff, it would be beneficial for the DSL and wider Safeguarding Team to have access to external specialist safeguarding supervision. This support will enable the DSL and wider Safeguarding Team to make informed decisions and reflect upon practice in a safe environment. This is something that is included as part of The Safeguarding Alliance audit and membership that the School has access to. We recommend the DSL utilises this service.

Risk 4: Visitors reporting safeguarding concerns

152.   Currently there are robust systems in place in regard to visitor signing in and out of School. Key information and contact details are taken from visitors in line with the School Visitors Policy. Visitors are notified of the name of the DSL and DDSLs and are informed that they should report anything they believe is a concern.

Recommendation 4: Visitors reporting safeguarding concerns

153.   We would recommend that visitors are physically given a 'safeguarding reporting form' when they sign in. This will enable visitors to write down in their own words any concern they may have. This will enable them to record and report any concerns they have rather than relay it to a member of staff and then them record it. This is key as it will ensure that information is recorded accurately. This is excellent practice and will add to the School's robust reporting of safeguarding concerns.

Risk 5: Safeguarding for children with Special Educational Needs ("SEND")

154.   Although there is excellent staff safeguarding training in place. There are areas in which the School could professionally develop staff knowledge and understanding. One area we feel would benefit the School is safeguarding for children with SEND.

Recommendation 5: Safeguarding for children with SEND

155.   Ensuring that staff are equipped with the right skills to enable them to fulfil their role is vital. We recommend that staff who have regular contact with children with SEND attend a bespoke safeguarding course for those working with children with SEND. This will provide them with additional strategies to effectively support these children as well as identify possible safeguarding risks.

Risk 6: Safeguarding Team signing in and out sheet

156.   The Safeguarding Team are clearly committed to their role and work collaboratively as a team. There may however be times when the Safeguarding Team do not get a chance to communicate regarding safeguarding concerns logged on CPOMs.

Recommendation 6: Safeguarding Team signing in and out sheet

157.   We would recommend that a daily sign out sheet is completed by all the Safeguarding Team to evidence that they have checked CPOMs and actioned anything outstanding before they leave site each day.

Risk 7: Accidents on site

158.   Through our discussions, it was evident that accidents are logged as and when they happen. It was not clear how the School monitor accidents and act in response to this.

Recommendation 7: Accidents on site

159.   We would recommend the School implement an accident 'heat map' so the School can identify areas where accidents are happening. Over time, the School will be able to see if there are any 'at risk' areas in regard to accidents. Based on this analysis, the School may wish to make relevant changes to reduce accidents in this area. It is good practice for The Safeguarding Team to be involved in this process as well.

160.   It is also recommended that the school record any near-misses and analyse these in additional to accidents.

Risk 8: Counselling

161.   The School offers pupils the opportunity to speak to a counsellor. This is excellent safeguarding and pastoral support. The School communicates on a regular basis with the counsellor and the Safeguarding Team are aware of which pupils are receiving counselling. There is however a risk as the School has no formal agreement in place between pupils and the School counsellor.

Recommendation 8: Counselling

162.   It is recommended that a formal agreement is drafted immediately. This formal agreement will set clear boundaries for both the pupil and the counsellor.

Risk 9: Pupils carrying medication

163.   When speaking to staff, it became apparent that pupils are allowed to carry medication around School with them and take when needed. Although the pupil with the medication may be trusted to look after this and take it when needed, it may put other pupils at risk. For example, if the pupil carrying medication was to drop this or leave it unattended, another pupil may pick this up and take it. This risk is unnecessary and could be mitigated immediately.

Recommendation 9: Pupils carrying medication

164.   We would recommend the School review their Medication Policy immediately. It is important that the School review the possible risks regarding pupils carrying medication and make the relevant changes to the policy.