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St. Mary's Hampton C of E Primary School – Safeguarding Review 18th January 2018

This review is informed by:

- Working Together to Safeguard Children 2015
- Keeping Children Safe in Education 2016
- LSCB London Child Protection Procedures

Methodology:

Prior to visit:

- Review of policies on website: Attendance; Anti-Bullying; Behaviour; Complaints; Equality and Community Cohesion; E-Safety and Acceptable Use; First Aid; Freedom of Information; Health and Safety of Children on Educational Visits; Intimate Care; Lettings; Looked After Children; Radicalisation and Extremism; PSHCE; Safeguarding and Child Protection; Safer Recruitment; SRE; Supporting Pupils with Medical Conditions; Use of Photographic and Video Images; Whistleblowing
- Review of website

During the visit:

- Meeting with Headteacher (Designated Safeguarding Lead)
- Meeting with Lead Safeguarding Governor
- Meeting with PSHE Co-ordinator
- Meeting with Office Manager
- Meeting with a sample of staff
- Meeting with a sample of pupils
- Review of documentation: Single Central Record; Health and Safety Policy; annual Safeguarding Audit; recording of concerns; training log

Leadership and Management:

The school has a Designated Safeguarding Lead (Headteacher) and a Deputy DSL. The DSL is the Designated Teacher for Children Looked After. There are no Children Looked After in the school at present. The DSL is not aware of the existence or the function of the Virtual School and it is recommended that he access information and/or training in this area. The Personnel and Pastoral Care Committee of the Governing Board has responsibility for Safeguarding in the school. The Chair of the Committee acts as Lead Safeguarding Governor and another member of the Committee is Deputy Safeguarding Governor. The Lead Safeguarding Governor holds responsibility for Children Looked After and is very knowledgeable about the Virtual School. He is also the nominated Governor for anti-bullying. There is a Designated Governor for E-Safety who is a member of the Resources Committee.

Information about the leads is displayed in the Safeguarding and Child Protection Policy, on the Community noticeboard, in the staff room and in the Reception area. It is suggested that this information is also displayed on the school website. It should be noted that the information about the leads in the staff room is not up to date and this should be rectified.

The DSLs meet as necessary to discuss issues as they arise. There are plans for safeguarding to be a standing item on the agenda for Leadership Team meetings. Pupils with welfare concerns who may need monitoring are identified at the weekly diary meetings attended by teaching and support staff. The Office

Manager monitors pupils' attendance and liaises regularly with the DSL. This 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 Lead Safeguarding Governor conducts safeguarding visits and meets with the DSLs half- termly. Safeguarding is a standing item on the agenda for the half-termly meetings between the Headteacher (DSL) and the Chair of Governors (Lead Safeguarding Governor).
The DSL and Lead Safeguarding Governor submit an annual Safeguarding report to the Governing Board. Safeguarding is a standing item on the agenda for the Personnel and Pastoral Care Committee meetings.
An annual Safeguarding Audit is completed using the London Diocesan Board for Schools' template and submitted to the LSCB although it is unclear whether the most recent audit has been sent. The Lead Safeguarding Governor is fully involved with the audit process. It is recommended that he uses the audit as a basis for his regular safeguarding visits to the school and submits a report to the Governing Board. This will help to evidence the effective monitoring and oversight of safeguarding procedures.
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, Office Manager and both Co-Chairs of Governors, have attended Safer Recruitment Training. At least one of these is always involved in the recruitment process. Questions about safeguarding are included in all interviews and any gaps in employment are explored. Two references are sought for every appointment.
An excellent 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: teachers; staff; PLSA (Peripatetic Learning Support Assistant); SMSK (before and after school club); supply; ClickOn (IT providers); volunteers; Governors; lettings and clubs. Although photographic ID is checked for everyone, it is not recorded on the SCR. It is recommended that a column is added for this purpose. At present, the record for anyone who has left is 'greyed out' on the relevant tab. It is recommended that the records are either deleted or archived to a separate leavers' tab. The SCR also has a separate tab, which records which staff have keys and fobs to access the school building.
The SCR is checked half-termly by the Safeguarding Governors. These checks are recorded on the SCR and a signed copy is kept in the Safeguarding folder.
Photographic ID is seen for all employees, Governors, agency staff, contractors, club staff and volunteers.
All staff, Governors and regular volunteers are required to have a DBS check, which is renewed every three years.
As part of the recruitment process, all staff are required to sign a declaration stating that they are not disqualified from working with children 'by association' under the Childcare Act 2006.

Policies and Procedures and Website
The Policies that were reviewed prior to the visit are easily accessible on the school website. All policies have front sheets detailing the date of the policy, date for review and the review cycle.
The Attendance Policy has reference to the fact that Children Missing Education could be a possible indicator of other issues, for example, neglect, abuse, CSE.
The Complaints Policy also makes reference to safeguarding.
The Lettings Policy has the incorrect contact details for reporting safeguarding concerns out of school hours. From 15:00-18:00 hirers should contact SPA on 020 8547 5008 and after 18:00 and at weekend the out of hours service on 020 8770 5000.
The school has a Safeguarding and Child Protection Policy dated 14/12/17, which is due for review in autumn 2018. At present, the policy does not include the signs and symptoms of CSE or any information regarding So-called Honour Based Violence. The SPA number should be 020 8547 5008 and the LADO

number 020 8891 7370. The AfC model Safeguarding and Child Protection Policy has been sent for guidance.
The Data Protection and Freedom of Information Policies are currently being reviewed to ensure they reflect the General Data Protection Regulations that come into force in May 2018.
It should be noted that the First Aid Policy states that it was due to be reviewed in June 2017 and the Safer Recruitment Policy was due to be reviewed in April 2017. It is recommended that if this has already been done, the most up to date policies are posted on the website. Otherwise they should be reviewed as soon as possible.
There is no safeguarding information on the school website. It is recommended that a safeguarding page is developed to include the following: a safeguarding statement; details of the DSLs and the Safeguarding Governors; link to the Safeguarding and Child Protection Policy; contact details for SPA; links to further information and useful websites; online safety information and links to useful websites.

Training
The DSL and Deputy DSL have up to date multi-agency safeguarding training (level 3) which is updated every 2 years. The DSL attended Prevent and FGM training in 2015. It is recommended that the DSL attends Signs of Safety training so that he is familiar with the framework that is being used by AfC.
Annual Safeguarding Awareness training is delivered to all staff including office staff, premises staff and SMSAs during the September Inset day. The 2017 session was delivered by the Deputy Safeguarding Governor who is a Police Officer and trained to deliver safeguarding training. The session included information regarding Prevent and FGM. Any staff who miss the training or who join the school during the academic year are required to attend 1:1 or a small group session with the DSL. However, a part-time member of staff stated that she did not attend the training as it was not on a day that she worked and she had not met with the DSL for any training or briefing on school procedures. She has, however, undertaken NSPCC online safeguarding training independently of the school.
In future, the DSL is planning to deliver the annual safeguarding training and it is recommended that he attends Managing Allegations Against Staff or Volunteers training in order to incorporate it into the session.
Regular supply staff attend the school's safeguarding training and it is recommended that the school develops an information leaflet (or similar) for supply staff which contains safeguarding information.
Catering staff are employed by the YMCA. The DSL will check whether they have received safeguarding training from their employer. It is recommended that they are briefed on school procedures.
All safeguarding training undertaken is recorded on the Single Central Record.
The Lead Safeguarding Governor has attended level 2 and level 3 safeguarding training with the LSCB and attends London Diocesan Board for Schools' safeguarding training every 3 years. He has also attended the WRAP training (Workshop to Raise the Awareness of Prevent). He subscribes to weekly safeguarding briefings from www.safeguardinginschools.co.uk . The Deputy Safeguarding Governor has attended safeguarding training through her employer (Police) and is also qualified to deliver safeguarding training. She delivered safeguarding training to all Governors, which included Prevent and FGM.
The school has an induction procedure, which is followed for all staff including SMSAs. All new staff are required to read the Safeguarding and Child Protection Policy, Code of Conduct and Staff Handbook and are briefed on school safeguarding and health and safety procedures. Volunteers are issued with an information sheet, which contains relevant safeguarding information. An example of a Volunteer Booklet has been sent to the DSL for reference.
Information and updates are shared appropriately and staff confirmed that safeguarding updates are given regularly through Insets, staff meetings, briefings and emails. Safeguarding information including details of the DSLs is displayed in the staff room and all policies are accessible on the hard drive.
Staff were able to confirm the training they had received and communicate their 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 most staff were aware that, if necessary, they can contact SPA directly.
All staff and Governors were required to read part 1 and annex A of Keeping Children Safe in Education 2016. A quiz was conducted for Governors to check their knowledge and understanding. The Lead Safeguarding Governor has read the whole document and it is recommended that all Governors are encouraged to do the same, as the whole document is relevant to the Governing Board.
Staff reported that they are actively encouraged to communicate any training needs and they are aware that they can access training through AfC Learning and Development and the LSCB.
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
All Safeguarding concerns are reported on a Child Welfare and Child Protection Concern form. It is essential that all forms are signed and a space for a signature should be added. It was suggested that the school could use the template in AfC's model Safeguarding and Child Protection Policy. Body maps are available, however, staff spoken to were not aware of this and stated that they would describe any marks or injuries. Concern forms are handed directly to the DSL or a Deputy DSL who discuss and agree the action to be taken. On receipt of a second concern form and for those considered vulnerable or at risk, an individual safeguarding file is started. At present, there are no chronologies on safeguarding files. It is recommended that a chronology is commenced as soon as an individual safeguarding file is opened as this will help to keep a record of all actions taken by the school and act as any easy point of reference if a referral to another agency is needed.
All forms and files are stored in a locked filing cabinet in the Headteacher's office and access is appropriately limited.
Staff reported that they felt comfortable approaching the DSLs for advice. 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.
SMSKidzlub (before and after school care) have their own forms for reporting safeguarding concerns. If necessary, the club will contact SPA or the out of hours service directly and will liaise with the DSL regarding any concerns or referrals. During the review, it was noted that a box containing the records for the children attending SMSKidzlub was easily accessible in a corridor. Moreover, the box contained a safeguarding concern form, which was clearly visible. These records and forms are confidential and it is essential that they are stored in a locked cupboard. The Headteacher moved the box during the Review and will speak to SMSKidzlub.
The school has an E-Safety and Acceptable Use Policy and uses the LGfL filtering system to allow or block sites as appropriate. The IT system is maintained by ClickOn IT. Staff have individual log-ins and passwords for the computer and pupils use class log-ins. All staff and pupils are required to sign an Acceptable Use Agreement. AfC's ICT and Online Safety Adviser has delivered workshops for staff and parents.
USO FX2 and secure email is 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, they are also aware that any concerns/complaints regarding the Headteacher should be reported to the Chair of Governors. Staff reported that they felt confident that concerns would be dealt with in a professional manner.

School Site Safety
There is a vehicle gate and a pedestrian gate to the school site. The vehicle access gate is locked at all times with an intercom to gain entry. This gate is securely locked i.e. no entry for any vehicles at times when pupils are entering and exiting the site. The pedestrian gate is opened from 08:45 to 08:55 and from 15:15

to 15:30. It remains locked at all other times and has an intercom system so that office staff are able to monitor access to the school site. The door to the Reception area remains locked, again with an intercom system, access to the rest of the school building is controlled by a keypad.
At the beginning of the school day, pupils and parents/carers enter the site via the pedestrian gate; there are two further gates, one for Reception pupils and one for the remainder of pupils. A member of staff is on duty at the gates and pupils go straight to their classrooms. These gates remain locked during the school day. Any pupils arriving after the gate is locked at 08:55 are required to access the school via Reception. At the end of the school day, pupils are dismissed to their parents/carers either from the classroom or the end of the corridor.
The school has a CCTV system. However, there is no CCTV Policy or Guidelines and the use of the system is not mentioned in the Health and Safety Policy. The school must ensure that it complies with the Data Protection Act 1998 (General Data Protection Regulations from 25th May 2018) and the Information Commissioner's Office CCTV Code of Practice.
https://ico.org.uk/media/for-organisations/documents/1542/cctv-code-of-practice.pdf
All visitors are required to sign in and out at reception and issued with a visitors' badge on a lanyard. There is safeguarding information on the reverse of the badge. The office staff made the Reviewer aware of this information and an explained it. There are also details of the DSLs in the Reception area. All staff wear ID badges on lanyards.
The pupils spoken to were extremely knowledgeable about the process for visitors and were able to explain what action they should take if they saw an adult without a badge.

Health and Safety
The Headteacher has overall responsibility for the day-to-day management of health and safety. The Office Manager and the Caretaker have responsibility for the operational side of health and safety. There is a designated Governor for Health and Safety. Health and Safety is a standing item on the agenda for the Resources Committee meetings.
The school has a Health and Safety Policy, which outlines roles, responsibilities and arrangements within the school. Health and safety signage is clearly visible around the school. The school obtains health and safety information and support from the Carstens and Robinsons who are due to conduct a Health and Safety Audit of the school on 20/02/18.
The Office Manager, Caretaker, Administrative Officer and SMSKidzlub (before and after school care) have attended Fire Safety Awareness training. The Caretaker has undertaken the following training: Legionella Awareness; Working at Heights; and Manual Handling. An outside agency conducted a risk assessment for Legionella in November 2017.
The Caretaker conducts a daily visual check of the school site. All daily, weekly, monthly, three monthly, six monthly and annual in house and external checks are recorded by the Caretaker. The Health and Safety Governor regularly verifies that these checks have taken place and have been recorded appropriately.
The Office Manager and the Safeguarding Governor conduct half-termly/termly health and safety inspections of the school site and a report is submitted to the Resources Committee.
During the review, it was noted that alcohol for use by the PTFA was stored in the year 6 classroom. Although this is not used as a classroom at present, it can be used for group work etc. This is a health and safety risk and the school must ensure that the alcohol is stored securely.
Fire alarms are tested weekly. Fire drills are held termly at different times of the day. It is recommended that a drill is conducted after school so that SMSKidzlub can be involved. Feedback from evacuations is used to inform future practice. For example, a recent drill highlighted the fact that the meeting point is no longer suitable due to the increased number of pupils. It is suggested that different scenarios are used in drills, for example, fire exits being blocked and pupils and/or staff not arriving at the checkpoints.
Individual risk assessments and Personal Emergency Evacuation Plans are completed for any staff or pupils with mobility issues. The school currently has one pupil with a visual impairment who has a PEEP.

All teachers, support staff and SMSAs attended pediatric first aid training during the Inset day on 03/01/18. The Office manager and the Deputy Headteacher have attended First Aid at Work training. All staff have received Epi-pen and defibrillator training. The defibrillator is sited in the Medical Room. Each classroom has a lockable first aid cupboard which contains a first aid box and details of pupils with medical needs, allergies etc. These details are also displayed on the inside of lockable cupboard doors in the Medical Room. Staff and pupils are aware of the first aid arrangements in the school and details of first aiders are clearly displayed.
A 'red triangle' system is used to summon help in the event of an emergency.
The school has a Supporting Pupils with Medical Conditions Policy dated 06/07/17, which details the roles, responsibilities and arrangements within the school regarding pupils with medical needs. The First Aid Policy also refers to pupils with medical needs and administering medicines. All medication is stored in a locked cabinet and all medicine administered is recorded. Pupils have Individual Health Care Plans as appropriate.
The school has an Emergency Evacuation Plan, which is reviewed annually. Whole school evacuation would be to Hampton Junior School field, which is adjacent to the school. It is suggested that the school contacts Hampton Junior School about the possibility of using their school should the need arise to evacuate to a site further away. All school records are cloud based and can be accessed by phone. A grab bag is stored in the office, which contains a mobile phone and first aid kit. The Visitors' book would also be taken. It is suggested that, as the assembly point is outdoors, the school should consider including emergency foil blankets in the grab bag. It is recommended that a whole school evacuation is practised.
The Lockdown Procedure is contained within the Business Continuity Plan. Loudspeakers can be accessed in the corridors to raise the alarm. However, if classroom doors are closed this is not foolproof, therefore, as it is a small building, a member of staff goes to each room. The procedure has already been tested in two real life situations.
Risk assessments are completed for on and off-site activities and include identification of hazards, calculations of risks and actions to be taken to recognise risks. For off-site activities and visits, staff are required to conduct a preview visit and complete a risk assessment. All risk assessments are checked and approved by the Headteacher. The school has a comprehensive Health and Safety of Children on Educational Visits Policy. All risk assessments are working documents and are shared and discussed with all helpers and pupils as appropriate. Risk assessments are used to inform future practice.
The school's Behaviour Policy makes reference to the Physical Restraint Policy but the Headteacher was unable to locate this. The school should ensure that there is a policy and examples have been sent to the Headteacher. Forms used to record any physical intervention should include a space to record how pupils felt about the intervention. This can then be used to inform risk assessments and future practice. It is recommended that the school contacts Anne Roberts, Education Adviser for AfC, to explore the possibility of restraint/de-escalation training for staff. anne.roberts@achievingforchildren.org.uk

Teaching and Learning

The school has three Golden Rules: We always try our best; we care for each other; we care for the world. The rules are displayed in every classroom. The Golden rules are interpreted in a variety of situations and circumstances e.g. classroom, playground, lunchtimes, school trips. Class rules are based on the Golden Rules and are discussed and agreed by teachers and pupils.
The school has a Behaviour Policy, which emphasises promoting positive behaviour choices. The Traffic Light system is used throughout the school, which ensures a consistent approach to behaviour management.
Pupils were very knowledgeable about the behaviour management system and were able to clearly explain how poor behaviour choices are dealt with: reminders; verbal warnings; time out; minutes off playtime; sent to Headteacher. Pupils spoke very enthusiastically about the incentives for positive behaviour choices,

for example, praise, stickers, class rewards, extra play time, Dojos (year 3 and year 4), Ginger's Golden Ticket (awarded at lunchtimes), Golden time, Tree of Friendship, Golden Book.
The Jigsaw scheme is used throughout the school for PSHE and includes emotional literacy and social skills. Modules (jigsaw pieces) covered are: being me in my world; dreams and goals; relationships; celebrating difference; healthy me; changing me. Elements of the A-Life programme are used in the Reception class for PSHE. Topics covered in PSHE lessons and assemblies include: stranger danger; anti-bullying; friendships; relationships; managing feelings; self-awareness; tolerance; diversity; road safety; scooter safety; electrical safety; online safety. There is flexibility in both assemblies and PSHE lessons to discuss topical issues. The school has a Tolerance and Diversity display.
The school took part in the Anti-Bullying Alliance's anti-bullying week and Safer Internet Day. Other agencies have been involved in the delivery of sessions, for example, Police, Fire Service, AfC, health professionals.

The Child's Voice
Pupils reported that they would feel comfortable talking to an adult in the school about any worries they may have. There is a Worry Box and a Worry Board in the school hall, which are checked regularly. The pupils stated that the Worry Box is for any worries that you don't want anyone else to see. Worry Box assemblies are held every year.
The Office Manager is currently training as an Emotional Literacy Support Assistant (ELSA). She will be able to offer individual support to pupils with emotional needs as well as running small group sessions. The PSHE Co-ordinator, Office Manager and Administrative Assistant are trained in Drawing and Talking Therapy and a Teaching Assistant is able to offer Lego Therapy. Interventions and groups are provided according to the needs within the school, examples include: Social Skills Group; friendship; self-esteem; anger management; bereavement. Referrals can be made to the Educational Psychologist as appropriate.
Year 3 pupils act as buddies to Reception pupils and each year a Buddy Assembly is held to welcome new pupils to the school. There is a Friendship Stop in the playground. Year 4 pupils listen to year 1 pupils read and all pupils have the opportunity to act as monitors and helpers.
The school an active School Council with one representative elected from each class. The Council meets every two weeks and pupils are able to put forward ideas and suggestions to be discussed at meetings. Pupils reported that they discuss ideas for the school and raise money for charities. Recent discussions have included improvements to school lunches. School Council members also conducted a survey about bullying which they presented to the Headteacher.
When asked to describe their school in one word, all the responses were extremely positive. Words) used included: friendly; welcoming; safe; kind; helpful; understanding; caring. All 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.
- The Safeguarding Governors are knowledgeable about safeguarding issues and are clearly committed to this aspect of their duties.
- The Office Manager maintains an excellent, comprehensive SCR.
- Staff receive regular safeguarding training and as a result are knowledgeable about the school's procedures and safeguarding issues. Although some recommendations for further improvements have been given.
- There is good communication between staff, the DSLs and the Governing Board.
- The PSHE programme is comprehensive and there is evidence of good partnership work with other agencies, which ensures that pupils are well supported and informed about a wide range of safeguarding topics.

- The first aid and medical procedures are robust.
- Pupils are extremely well informed about the procedures for visitors.
- The pupils report that they feel safe in school.

Recommendations

- DSL to access information and/or training regarding the Virtual School.
- Lead Safeguarding Governor to use annual Safeguarding Audit as a basis for his regular visits.
- SCR:
    1. Add a column for photographic ID.
    2. Delete leavers or archive to a separate tab.
- Ensure Lettings Policy has the correct details for out of school hours safeguarding concerns.
- First Aid and Safer Recruitment Policies to be reviewed.
- Develop a Safeguarding page for the school website.
- DSL to attend Signs of Safety training.
- Ensure part-time staff receive safeguarding training.
- Develop an information leaflet for supply staff.
- Ensure catering staff are briefed on school safeguarding procedures.
- DSL to attend Managing Allegations Against Staff or Volunteers training.
- All Governors to read the full document Keeping Children Safe in Education 2016.
- Ensure Child Welfare and Child Protection Concern forms have a space for a signature; consider using template in model policy.
- Ensure all staff are aware of body maps.
- Start a chronology when individual safeguarding file opened.
- **Ensure all records (especially safeguarding concern forms) for SMSKidzlub are stored securely.**
- **Ensure alcohol for PTFA is stored securely.**
- Conduct fire drill after school.
- Conduct a whole school evacuation drill.
- Ensure there is a Physical Restraint/Intervention Policy
- Ensure form to record any physical intervention includes a space for the pupil's voice.
- Investigate restraint/de-escalation training for staff.

Other Suggestions

- Use different scenarios in fire drills.
- Include emergency foil blankets in the grab bag.

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