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| Principal/HT  Academy Name  Creative Education Trust  **Sent via email:** XXXX@email.com  XX Month 20XX |
| **Safeguarding quality assurance review visit Feedback**  Thank you for hosting me on INSERT DATE. The purpose of the visit was to evaluate the progress made since my previous visit on INSERT DATE.  The visit took place between INSERT DATE and INSERT DATE I was joined for this visit by XXXXXX.  A copy of this report will be shared with the chair of the Director of Education, Academy Council, the Academy Improvement board and your CET line manager.  Following my visit, I am of the view that:   * Safeguarding arrangements were not effective on the day of the visit. * Safeguarding arrangements were effective on the day of the visit. * Safeguarding arrangements were securely effective on the day of the visit.   Following this review, the following actions must be completed:   |  |  |  | | --- | --- | --- | | Action | Timeline | Monitoring | | Consider the findings of this review and complete a detailed academy-level action plan to support development work. | INSERT DATE | Academy Principal with reporting to the Academy Improvement Board | | The Principal/HT quality assure case records on a fortnightly basis to ensure quality and effective practice | Ongoing | Principal with reporting to the Academy Improvement Board. | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   **Methodology**   * Prior to the visit, I completed a pre-visit assessment concerning open-source information, information known to CET such as parental complaints and Ofsted qualifying complaints and discussed the visit with the Academy Improvement Board/Academy Council chair. * Reviewed the pupil ‘behaviour and safety’ survey results, of which there were X responses. * Reviewed the pupil ‘harmful sexual behaviours’ survey results, of which there were X responses. * I reviewed the 8am documents provided by the designated safeguarding lead and the Single Central Register.   On the day of the visit, in addition to meeting with the Principal and DSL, the following methods were used for gathering evidence.   * Discussions with staff, including the Attendance Manager, HR Business * Partner, Deputy DSL and an associate senior leader supporting the school * Formal meetings with a group of staff identified by the school. * Meeting with groups of pupils selected at random. This group included XXXX * Reviewed the academy Child Protection policy. * Reviewed CPOMS/MyConcern records. * Reviewed other relevant documents as provided by the school during the review such as XXXXRegisters/AP QA docs etc.XXXXX * Walked of the school site.   **Evidence gathered:**  **Single Central Record**   * The school uses the MAT Single Central Record format.      * Leaders and governors regularly check the single central register to ensure completeness and accuracy      * Leaders make appropriate checks to assure themselves that adults are safe to work with children.      * Leaders carry out the required checks to ensure that all adults working in the school are suitable.      * Pre-employment checks ensure that the adults the school employs are suitable to work with children.      * The experienced and well-qualified designated safeguarding lead (DSL) and staff use suitable policies and processes to help keep apprentices safe. * Leaders vet new staff applicants carefully to ensure that they are suitable to work with pupils.      * Leaders made a minor typographical change to the single central record during the inspection to ensure it met the required standards.      * Leaders put pupils at risk by not following statutory guidance for the appointment of staff.      * The single central record (SCR) was amended during the inspection to make sure that all safeguarding checks were completed and details were accurately recorded. By the end of the inspection, the SCR met requirements.      * Although the single central record meets requirements, leaders do not take reasonable steps to follow up discrepancies and incomplete information on candidates’ application forms or references. This means that leaders do not have all the information they need to make sure that those they appoint to work in the school are suitable to do so.  Alternative Provision    * Leaders have not been vigilant about all pupils in alternative provision, including those who have remained on the school’s roll. They have relied on providers to keep them informed about attendance and have not checked whether this information was accurate. They have not been alert to the risks for pupils who were not attending, or when the provision failed to meet pupils’ needs. They did not check that providers had put risk assessments in place for these pupils. * Leaders carefully check that pupils who attend off-site alternative provision attend regularly and behave well.  Pupil voice    * Pupils mostly feel safe. They are happy to talk to staff if they are upset. Staff take part in regular training and know what to do if they have concerns about a pupil’s welfare.   **Staff Voice**   * Staff were able to clearly demonstrate to inspectors that they understand their roles and responsibilities in safeguarding and what they would do to express and refer any concerns about a pupil. They also know how to raise the alarm if they had any concerns about a colleague or leader in the school.      * Staff do not have a secure knowledge of what they must do if they are concerned about a pupils’ welfare. Although staff have received child protection training, leaders have not checked whether this training means that staff have the necessary skills and knowledge to protect pupils’ welfare. Leaders have not made sure that all staff have read and understood Part 1 of ‘Keeping children safe in education’ (2022).  School Site    * The school site is safe. Health and safety procedures are well considered and implemented consistently. Pupils know how to stay safe while they are at school, but the curriculum does not include enough content on how to stay safe outside school, including when online.      * Leaders’ oversight of visitors to the school is weak. School procedures for the vetting of visitors from external organisations are not followed by leaders and staff. Records of visitors are often incomplete. Therefore, leaders and trustees do not have reliable information on who has visited the school and why. In addition, leaders do not make sure that visitors always sign out when they leave the premises. This means that leaders do not have the information they need to ascertain who is on the premises in the event of a fire or emergency.  Policy    * The safeguarding policy published on the school’s website when the inspection was announced did not reflect the latest statutory guidance that staff were following. Trustees approved the updated policy during the inspection, and it now meets requirements.      * The school has a safeguarding policy that reflects current legislation. This policy is published on the school’s website and parents can request a paper copy of the policy from the school.  Attendance    * Leaders check that pupils who are not in school because they have part-time timetables are at home or attending alternative provision.  Prevent    * Leaders have not made the ‘Prevent’ duty a priority. Leaders know broadly what they must do to ensure that the school fulfils its responsibilities. They have recorded several action points on their ‘Prevent’ risk assessment with this aim. However, leaders have not taken effective steps to address the priorities identified. For instance, procedures for the recruitment of staff have not been strengthened.      * The ‘Prevent’ policy is ambiguous about how the school will respond to pupils who are at risk of radicalisation. For instance, it states that leaders will only involve parents, trustees and outside agencies in ‘extreme cases’. The policy does not clarify what would constitute an ‘extreme case’. This approach prevents leaders from identifying and supporting vulnerable pupils at the earliest possible stage. * The DSL has taken appropriate steps to meet the requirements of the ‘Prevent’ duty.  Governance    * Governors do not fulfil their responsibilities related to safeguarding. They do not rigorously monitor safeguarding policies, actions and outcomes for vulnerable pupils.      * Governors check that staff understand their safeguarding training and are doing the right things at the right time.      * Staff and governors understand the risks pupils may face in the local community.      * Leaders, including governors and trustees, ensure that a strong culture of safeguarding permeates every aspect of school life.  SVSH    * Staff convey clear messages on sexual harassment, abuse and violence. They are strong role models for pupils and are proactive in challenging any sexualised language they hear.  CPD    * Staff receive regular training and information-sharing. As a result, they are swift to act on any concerns they may have. They are vigilant and keep a close eye on the most vulnerable pupils.      * Leaders provide staff with appropriate training. Staff can explain how to record and refer concerns.      * Staff are well trained to spot safeguarding concerns. They vigilantly use this training to record and share any concerns      * Senior leaders make sure that all staff at the school are trained fully about safeguarding. Staff understand what might indicate that a child or pupil is at risk of harm and how they should act to safeguard pupils.      * Leaders ensure that all staff are fully trained in the procedures for keeping pupils safe.  Teaching about safeguarding    * Pupils learn how to keep themselves safe, for example when using the internet. Teaching about healthy relationships begins as soon as pupils join the school.      * As a result of the school’s personal, social and health education programme, pupils are knowledgeable about the risks that they may face, including sexual violence and harassment. They are clear about who to report their concerns to and are confident that adults in school will support them.      * Pupils learn how to keep themselves safe. For instance, they have recently learned about the dangers of drug misuse and how to stay safe online. Through the health curriculum, pupils also learn how to look after their own mental health.  Case records    * Detailed child protection records show that staff follow reporting procedures well. * Some safeguarding records lack precision. The trust is taking action to improve the quality of record-keeping and strengthen the safeguarding team even further.      * Safeguarding leaders respond quickly when concerns are raised and are steadfast in their determination to make sure vulnerable pupils, and where appropriate their families, get the help they need.      * Staff recognise the risks children face and work hard to improve their safety in the local community; through your work with external agencies, you keep pupils identified as vulnerable, safe too.      * Leaders follow up concerns about pupils with external agencies to make sure action is taken. * everybody understands how to use the new online system to refer safeguarding concerns, and these are swiftly and effectively followed up.      * The pastoral team is quick to support vulnerable pupils. They take appropriate actions when concerns are identified and make timely referrals to the appropriate external agencies. Records of leaders’ actions are accurate.      * Staff are well attuned to noticing changes in pupils’ behaviours. They report all concerns, and leaders keep detailed records of their subsequent actions. * Leaders have strong links with external agencies to support pupils’ safety and well-being. When appropriate, leaders make referrals in a timely fashion.      * The systems for keeping pupils safe are confusing. There are too many ways of communicating safeguarding concerns. This increases the risk of a pupil slipping through the net.      * Leaders do not ensure that actions taken in response to safeguarding concerns are recorded in sufficient detail.      * Referrals are timely, and records are maintained well. Staff are using the school’s agreed processes rigorously and consistently to keep pupils safe.      * Leaders work closely with outside agencies in the best interests of pupils.      * Leaders keep clear, systematic and timely records of any safeguarding concerns.      * Leaders escalate concerns with agencies if they feel they have not had a timely response to their initial referral. Records of safeguarding incidents are detailed and stored confidentially.      * Records are not consistently organised in a clear format, which makes it more difficult to access the information. Leaders are aware of this and are planning to improve the administration of records.      * Leaders have taken steps to strengthen record-keeping. This is helping them to build a clearer picture of what is happening in the lives of vulnerable pupils.      * All staff deal with safeguarding concerns promptly. They record incidents and follow up actions appropriately.      * The DSL and deputy DSLs ensure early identification of the pupils and families who need support.      * Leaders and staff record and share safeguarding information properly with other professionals.      * Leaders are persistent in following up concerns, including where local authority services are slow to respond.      * Continue to prioritise the review of all historical safeguarding work and train staff further on the use of the new electronic system for recording concerns about pupils.      * Some of the administrative systems are not strong enough. Pupils and staff are clear about reporting their concerns, but some records and referrals lack sufficient detail. Many leaders are involved in these arrangements, but they have not ensured that their systems always reflect their strong practice.      * Clear roles and responsibilities within the safeguarding team mean that each concern is dealt with quickly and appropriately. Occasionally, concerns need to be referred to other agencies. When this happens, leaders keep a close eye on referrals, ensure that matters are followed up, and work willingly with experts from other agencies.  Allegation Management    * Leaders act swiftly to protect pupils, including when concerns arise about the conduct of adults.      * Leaders and trustees have suitable systems to identify and manage any allegations or safeguarding concerns about staff.  Positive Handing    * There are too many incidents of poor behaviour in lessons that result in physical intervention from staff. Too often, interventions include dangerous moves, such as holding pupils to the floor. Leaders should review their approaches to supporting pupils’ behaviour so that such interventions are no longer needed.      * Leaders do not ensure that incidents involving physical intervention are followed up appropriately. As a result, pupils do not feel safe, or confident that they are listened to. In addition, leaders do not scrutinise records of incidents.      * Records do not show whether physical interventions are necessary or proportionate.      * All staff have received training on physical restraint. All incidents requiring physical restraint are recorded in detail and communicated to parents. The frequency of physical restraints has declined in recent months.   **Relationship and Sex Education** |

Yours sincerely

Louis Donald

**Director of Safeguarding**

**Disclaimer**

When evaluating safeguarding arrangements, reviewers will use their professional judgment about the extent to which arrangements in a school positively impact children and learners' safety and welfare. Safeguarding judgments made by Ofsted are ‘over-time’ judgments.

The visit and associated judgments will be formed through linked consideration and assessment drawn from the Ofsted: Inspecting Safeguarding in early years,

education and skills settings, Keeping Children Safe in Education (2022) and the professional judgment and assessment of the visiting assessor(s).

Reviews are conducted in good faith to support school leaders' self-evaluation of the effectiveness of Safeguarding and Child Protection arrangements and ensure that the Trust meets its obligations under The Education (Independent School Standards) Regulations, 2014.

The information and conclusions contained within this report are based on the

information shared by ACADEMY NAME on VISIT DATE.

Any review involves sampling. Therefore, all review conclusions are necessarily

based upon an evidence base that is partial. All reasonable efforts have been made to triangulate evidence.

It is possible that there are positive and/or negative aspects of the school’s provision that may not have been partially or fully captured through this review’s sampling process. It is in part for this reason that sampling continues in between formal safeguarding audits.

The report's author is not responsible for information shared inaccurately during the review.