



SAFEGUARDING

Creative Education Trust

Safeguarding Arrangements

Quality Assurance Framework

2023

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1. Policy statement

Creative Education Trust believes that a child or young person should never experience abuse of any kind. We are responsible for promoting all children and young people's welfare and keeping them safe. We are committed to practising in a way that protects them.

The purpose of this policy is to outline a framework that fosters a culture and environment where children learning in our academies are kept safe.

A list of Trust-sponsored academies and their websites are included in Appendix 1 of this document.

The purpose of this document is to provide an umbrella summary of the aspects of quality assurance work that the Creative Education Trust Safeguarding Directorate will undertake in respect of safeguarding and child protection practice across the Trust.

This Quality Assurance policy is designed to support academy leaders' self-evaluation of safeguarding and child protection arrangements and ensure the Trust meets its obligations under The Education (Independent Academy Standards) Regulations, 2014¹.

This policy should be read alongside;

- Individual Academy: Site-Specific Child Protection policies
- Creative Education Trust: Child Protection Policy
- Creative Education Trust: Whistle-blowing Policy
- Keeping Children Safe in Education, (DFE, 2022)
- Working Together to Safeguard Children – (DFE, 2018)
- The Children Act 1989 and 2004
- The Children and Social Work Act 2017
- The Education Act 2002
- The Education (Independent Academy Standards) Regulations, 2014.

¹ [Section 3. The Education \(Independent Academy Standards\) Regulations, 2014](#), apply a duty to proprietors of independent academies (in the case of academies and free schools is the academy trust) to ensure that arrangements are made to safeguard and promote the welfare of children.

2. Method of Assurance

In addition to receiving an on-site assurance visit from the Trust Safeguarding Directorate at least once in an academic year, academies will complete the following assurance tasks;

- annually submit an assurance return to the Trust that outlines;
 - Confirmation of statutory roles²;
 - Confirmation of required training being completed, and assurance provided;
 - Confirmation that the CET Child Protection Policy has been published on the academy's website, with appropriate additions to reflect local safeguarding arrangements.
- Ensure that all staff return a completed SGF7 - INSET return form to the DSL at the start of the academic year.
- Ensure that the Single Central Record is checked³ at least once a half-term by someone other than the person responsible for completing and keeping it up to date⁴.
- Ensure that staff and other adults working directly and regularly with children and learners whose safety and welfare are at risk receive regular supervision and support⁵.
- Arrange for pupil completion of CET safeguarding-related surveys (the Behaviour and Safety Survey and the HSB Questionnaire) followed by at least annual academy-level sampling of 'pupil voice' via 'focus groups' to get behind the survey results.

² 'Keeping children safe in education, paragraphs 59 to 65 and Annex B, sets out who the designated safeguarding lead should be and what they should do, www.gov.uk/government/publications/keeping-children-safe-in-education--2.

³ There is no requirement to record when the checks were completed on the SCR; however, for this policy, leaders should be able to evidence that the checks have taken place.

⁴ In reference to questions around how Governors should quality assure the Single Central Record, In a speech to the [National Governance Association in June 2019](#), HM Chief Inspector of Education, Amanda Spielman, said, 'As governors and trustees, you are responsible for ensuring that safeguarding procedures are properly followed in academies. But that doesn't mean you have to go through your Academy's central record yourself.'

⁵ Leaders should ensure the staff and other adults receive regular supervision and support if they work directly and regularly with children and learners whose safety and welfare are at risk. ([Reviewing safeguarding in early years, education and skills settings September 2019, No. 190014](#))

- Undertake regular case sample audits and offer feedback to Principals/Headteachers and DSLs around casework where appropriate.

The Trust will;

- Undertake periodic audits of academy Single Central Records through the regional SCR QA panels.
- Undertake regular case sample audits and offer feedback to Principals/Headteachers and DSLs around casework where appropriate.
- Provide practical and robust feedback to academies that will support their ongoing evaluation and improvement work at a strategic level.

Principals and Headteachers must not rely solely on this policy. They must complete their own quality assurance activities, including regularly reviewing casework and ensuring that evidence is uploaded to the case. Failure to do so could result in safeguarding arrangements being graded as 'red' as it would serve as evidence that Principals and Headteachers were not provided appropriate challenge and support to the Designated Safeguarding Lead. Appendix 8 is the Principals and Headteacher case review form.

3. Self-evaluation forms

Section 175 Education Act does not relate to academies, and Section 157 serves only to signpost non-maintained settings to follow the respective legislation applicable to their settings. For Academies, that is '*The Education (Independent School Standards) Regulations 2014*'.

'The regulations' place the equivalent (to sec.175 of the Education Act.) duty on a (Multi-Academy) Trust Board to ensure that arrangements are made to safeguard and promote the welfare of pupils at each academy and that such arrangements have regard to any guidance issued by the Secretary of State.

We meet that requirement through the delivery of this policy and through reporting to both the Department for Education and Education Skills and Funding Agency.

Whilst CET recognises that Section 175 of the Education Act does not apply to academies, the self-evaluation audit tools provide local authority areas with valuable intelligence about communities; they are also an excellent tool for designated safeguarding leads to assure themselves about safeguarding compliance.

Academies are free to complete section 175 audits but will not contribute to onsite local authority-led reviews.

4. On-site reviews

In most cases, reviews will be led by the Director of Safeguarding, accompanied by another safeguarding leader⁶.

The Trust will conduct on-site safeguarding reviews in each academy at least once per academic year.

Most secondary academy visits will last for two days, and most primary academy visits will last for one day.

Where academies are graded as amber or red⁷, they are likely to be visited more often.

The Principal/Headteacher can request an on-site safeguarding assurance visit at any time, in writing to the Director of Safeguarding, who will then consider the request with the Director of Quality Assurance. The Chair of the Academy Improvement Board/Academy Council can also make such a request independently of the Principal/Headteacher should they have serious concerns about safeguarding.

Academies will be generally be given five days notice of a visit. However, they may be provided with a minimum of one day's notice. If actual or potential urgent concerns are identified, a visit may be undertaken without notice.

The Principal/Headteacher may request a deferral via the Director of Quality Assurance where a 'with notice' safeguarding visit has been planned.

The Designated Safeguarding Lead, or DDSL, should be available at all times during the visit.

The Principal/Headteacher (or a nominated deputy in their absence) should be available during the day for discussions around the progress of the visit. Where the Principal/Headteacher is the designated safeguarding lead, they should be present at all times during the visit.

Academies will be required to complete the Behaviour and Safety survey at least one week prior to the annual visit. The survey results will help to focus aspects of the on-site visit work, including the nature of questions that are asked to pupils and others. If leaders have not ensured that the survey is completed in time, the academy's provision will be graded as red, until such time that survey completion enables a full assurance visit to take place.

⁶ Designated safeguarding leads from across the Trust will be offered the chance to be involved in a Quality Assurance Visit. On occasions, the Trust may invite an external safeguarding leader to accompany the visit to ratify the process. Where this is the case, the Principal/Headteacher will be notified.

⁷ Full details of the grading process can be found on page 9.

3.1 Reviewing Safeguarding Arrangements

When evaluating safeguarding arrangements, reviewers will use their professional judgment about the extent to which arrangements in an academy positively impact upon pupils' safety and welfare.

The visit and associated judgments will be formed through linked consideration and assessment drawn from the Ofsted: 'Inspecting Safeguarding in early years'⁸, education and skills settings' document, and 'Keeping Children Safe in Education' (2022), as well as the professional judgment and assessment of the visiting assessor.

Reviewers will look for evidence of the extent to which leaders, governors and managers create a positive culture and ethos where safeguarding is an essential part of everyday life in the academy, supported by training at every level.

Reviewers will consider the content, application and effectiveness of safeguarding policies and procedures and the quality of safeguarding practice, including evidence that staff are aware of the signs that children or learners may be at risk of harm either within the setting, the family or the broader community outside the setting.

The visit assessments, judgments and conclusions will be based on the information shared by the academy's leaders.

The reviewer is not responsible for information shared inaccurately during the review.

3.2 Method of review

The reviewer will ask for the following documents to be ready for review by 8.00 am on the morning of the visit.

- The Single Central Record (does not need to be printed)
- records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents
- records and analysis of sexual harassment and/or sexual violence
- a list of pupils currently accessing Alternative Provision, including what provision they attend, and for how long
- records and analysis of any restrictive physical intervention
- a list of any referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution

⁸https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828763/Inspecting_safeguarding_in_early_years_education_and_skills.pdf

- a list of all pupils who have open cases with children’s services or social care and all pupils who have a multi-agency plan
- Records and analysis of suspension and internal sanction (‘reset’)
- Records and analysis of attendance

The reviewer will undertake a pre-visit assessment by reviewing and evaluating relevant open-source information, and will discuss the visit with the Academy Improvement Board/Academy Council chair.

An agenda will be agreed upon with the Principal/Headteacher and designated safeguarding lead before the visit.

The reviewer will work through the agreed agenda (examples of which can be found in Appendix 5/6), looking for evidence that aligns with the Ofsted ‘Framework for Inspecting safeguarding in early years, education and skills settings’⁹.

The themes that could be explored during the review will be broadly in the areas identified in Appendix 4.

CET may review other areas during the review.

Information not immediately available during the visit may be reviewed after the visit but before a report is issued. This may include; CPOMS/MyConcern data. If this review results in a judgement change, the Principal/Headteacher will be notified as soon as practicable¹⁰.

⁹ Reviewing safeguarding in early years, education and skills settings, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828763/Inspecting_safeguarding_in_early_years_education_and_skills.pdf

3.3 Outcome and feedback

During the visit, the reviewer(s) will record an evidence base in relation to each focus area. At the end of the day, the reviewer(s) will agree on a range of statements in each focus area and decide whether or not the respective arrangements and practices are effective.

	A 'green' academy would be one in which no deficiencies in safeguarding practice or culture are evident, and all statutory requirements are met. There may, in addition, be one or more aspects of practice that are exemplary and worthy of sharing.
	An 'amber' academy would be one in which weaknesses in some aspects of safeguarding practice or culture exist but are amenable to rapid improvement and where statutory requirements are met in full.
	An academy designated as 'red' would be one in which arrangements for safeguarding pupils do not meet statutory requirements or give serious cause for concern, meaning that pupils feel unsafe and/or are experiencing harm or are at risk of harm.

If the indicators suggest that the review is likely to lead to a 'red' judgment at the mid-way point, the reviewer should notify the Director of Quality Assurance and discuss this with the Principal/Headteacher.

The reviewer will only ever state if safeguarding arrangements were effective on the day of the visit. The nature of safeguarding means that the effectiveness of safeguarding can dynamically change.

This grade will give the academy's leaders a clear picture of the current effectiveness of their safeguarding arrangements. This will help leaders to prioritise any necessary improvements.

Once the reviewers have agreed on a set of statements in each area and aligned them with the grade boundaries, they will offer verbal feedback to the Principal/Headteacher and Designated Safeguarding Lead.

The reviewers will then tell the Principal/Headteacher and Designated Safeguarding Lead whether the evidence indicates 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.

After the visit, leaders will receive feedback.

Leaders will be provided with ongoing support to develop and monitor progress towards an improvement or development plan, based on the outcome of the visit.

As linked to judgment grades, a full breakdown of assurance tasks can be found in Appendix 2.

The actions to be taken where an academy is identified as 'red' are detailed in Appendix 3.

The grading of each academy is reviewed constantly and may be subject to change without prior notice.

4.4 Learning lessons

Learning lessons from safeguarding quality assurance visits is a fundamental part of an effective Trust-wide culture of safeguarding, and Creative Education Trust commits to engaging in any such learning process.

Where lessons learnt from quality assurance visits can be disseminated at a pan-trust level, they will be through regional advisory boards.

Regional advisory board chairs will be notified of a visit to an academy within their RAB area, and updated on the outcome themes; they will not always be told the judgment.

5. Assurance visit report

The report consists of a summary of the evidence base for the judgments reached, any areas for improvement and any strengths in practice that have been identified.

The report will be shared with the Principal/Headteacher, the chair of the AIB, the Director of Quality Assurance, the Director of Education and the Safeguarding Committee.¹¹

6. Appeals

Reviews are conducted in good faith to support academy leaders' self-evaluation of the effectiveness of safeguarding and Child Protection arrangements and ensure that the Trust meets its obligations under The Education (Independent Academy Standards) Regulations, 2014.¹²

¹¹ In line with the CET Scheme of delegation, the full report will not always be shared, and in most cases the committee will be notified of the judgment and any strengths and weaknesses. Monitoring of any follow-up actions plans are led by the Academy Improvement Board/Academy Councils.

¹² [Section 3. The Education \(Independent Academy Standards\) Regulations, 2014](#), apply a duty to proprietors of independent academies (which in the case of academies and free schools is the

The visit and associated judgments will be formed through linked consideration and assessment of the Ofsted: 'Inspecting safeguarding in early years'¹³, education and skills settings, and 'Keeping Children Safe in Education (2022)' and the professional judgment and assessment of the visiting assessor.

An appeal about the process or the overarching judgement will not occasion a pause or delay to any necessary improvement work that has been identified.

Appeals will only be considered when they relate to the evidence base of a decision, and where it can be evidenced that it was not appropriate for these concerns to be raised during the visit.

5.1 During the visit

The Principal/Headteacher should discuss any concerns they have in respect of the process, the conduct of the reviewers, or the emerging judgement with the lead reviewer before the review has been completed.

The lead reviewer will consider the concerns. If the reviewer is alone, they will consult with the Director of Quality Assurance.

5.3 Final report

Academies can appeal in writing to the Director of Quality Assurance within ten working days of being sent the final report to raise an issue.

The appeal will be allocated an outcome;

- No further action; the outcome is ratified.
- The judgement is changed.
- A further visit is arranged prior to the confirmation or change of the judgement.
- The judgement is ratified, with a narrative from the Director of Quality Assurance.

There is no right to appeal this decision.

academy trust) to ensure that arrangements are made to safeguard and promote the welfare of children.

¹³https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828763/Inspecting_safeguarding_in_early_years_education_and_skills.pdf

5.6 Short notice safeguarding reviews

Short-notice safeguarding reviews can be undertaken at the direction of the Director of Education or the Director of Quality Assurance in response to a significant concern or a serious safeguarding incident.

Short-notice safeguarding reviews may be undertaken without prior notice but with a minimum preparation time of 20 minutes.

For a short notice review to be conducted without the standard notification period as identified in section 3 of this document, it must be agreed by the Director of Quality Assurance or the Director of Education. If the Director of Safeguarding is not the recommending Executive, they must also be consulted.

Short notice reviews will only be conducted where it is necessary to urgently review the academy's arrangements for safeguarding.

Short-notice visits will follow the same format as on-site visits.

Where deemed appropriate, CET may carry-out no notice reviews of safeguarding, at the direction of the Director of Education. In such cases, Leaders will be notified of the reasons for this decision and this policy will apply to the visit.

5.7 Thematic reviews of aspects of safeguarding

From time to time, CET may review aspects of safeguarding thematically, at either some or all of CET's academies. Principals and headteachers will be advised of the themes chosen and the nature of the review process in advance.

The purpose of this is twofold. Firstly, this will ensure that colleagues know what evidence will be considered, how it will be gathered, and how judgements will be determined. Secondly, this knowledge will help to shape the actions leaders take to promote pupils' safety prior to the thematic review taking place. The primary purpose of a thematic review is that it is developmental.

Where practice is worthy of wider dissemination, it will be shared. If concerns arise, these will be followed up with appropriate support and monitoring. The latter could involve a subsequent review within an agreed timescale.

Appendix 7, relates to the Harmful Sexual Behaviour focus views, led by the Director of Quality Assurance.

Appendix 1 – List of Academies

Academy	Address	Website
The Milton Keynes Academy	Fulwood Drive, Milton Keynes, MK6 5LA	https://www.miltonkeynesacademy.org.uk
The Hart Academy	Penkridge Bank Road, Rugeley, WS15 2UE	https://www.hartacademy.org.uk
Lynn Grove Academy	Lynn Grove, Gorleston, Great Yarmouth, NR31 8AP	https://www.lynngroveacademy.org.uk
Ash Green Academy	Ash Green Lane, Ash Green, Coventry, CV7 9AH	https://www.ashgreenacademy.org.uk
Harefield Primary Academy	Palmers Green, Hartshill, Stoke- on-Trent, ST4 6AP	http://www.harfieldprimaryacademy.org.uk
Abbeyfield Academy	Mereway, Northampton, NN4 8BU	https://www.abbeyfieldacademy.org.uk
Thistley Hough Academy	Thistley Hough, Penkull, Stoke- on-Trent, ST4 5JJ	https://www.thistleyhoughacademy.org.uk
Woodlands Primary Academy	Church Walk, Bradwell, Great Yarmouth, NR31 8QQ	https://www.woodlandsprimaryacademy.org.uk
Queen Eleanor Primary Academy	Queen Eleanor Road, Northampton, NN4 8NN	https://www.queeneleanoracademy.org.uk
Weavers Academy	Brickhill Road, Wellingborough, NN8 3JH	https://www.weaversacademy.org.uk
Wrenn Academy	London Road, Wellingborough, NN8 2DQ	https://www.wrennacademy.org.uk
Caister Academy	Windsor Road, Caister-on-Sea, Great Yarmouth, NR30 5LS	https://www.caisteracademy.org.uk

Three Peaks Primary Academy	Rossdale Road, Wilnecote, Tamworth, B77 4HN	https://www.threepeaksacademy.org.uk
Wroughton Infant Academy	Beccles Road, Gorleston, Great Yarmouth, NR31 8AH	https://www.wroughtonacademies.org.uk
Wroughton Junior Academy	Burgh Road, Gorleston, Great Yarmouth, NR31 8BD	https://www.wroughtonacademies.org.uk
The Bulwell Academy	Hucknall Lane, Nottingham, NG6 8AQ	https://www.bulwellacademy.org.uk
Ellis Guilford Academy	Bar Lane, Basford, Nottingham, NG6 0HT	https://www.ellisguilfordacademy.org.uk

Appendix 2 – Assurance tasks by grade

Red:

Assurance Task	Frequency/ Deadline	Completed by
Assurance Return including: <ul style="list-style-type: none"> • Confirmation of statutory roles; • Confirmation of required training being completed, and assurance provided; • Confirmation of local arrangements document being reviewed and available. 	Annual	Principal with DSL (checked by Director of Safeguarding)
Annual Safeguarding Training slides returned to the Trust Central Safeguarding team.	Annual	Principal with the DSL
Staff training assurance return	Annual	Principal with the DSL
Single Central Record Audit (Academy)	Monthly	Principal with DSL and HR Linked (checked centrally by Director of Safeguarding)
Sample Case File Audit	Fortnightly	Director of Safeguarding with the DSL
Data Analysis	Monthly	Director of Safeguarding
Single Central Record Audit (Central Safeguarding)	Termly	Director of Safeguarding with the Trust HR Manager
On-site Assurance Visit	Half-termly	Director of Safeguarding
On-site Support visits	As required	Director of Safeguarding

Amber

Assurance Task	Frequency/ Deadline	Completed by
Assurance Return including: <ul style="list-style-type: none"> • Confirmation of statutory roles; • Confirmation of required training being completed, and assurance provided; • Confirmation of local arrangements document being reviewed and available. 	Annual	Principal with DSL (checked by Director of Safeguarding)
Single Central Record Audit (Academy)	Monthly	Principal with DSL and HR Linked (checked centrally by Director of Safeguarding)
Sample Case File Audit	Monthly	Director of Safeguarding with the DSL
Data Analysis	Monthly	Director of Safeguarding
Single Central Record Audit (Central Safeguarding)	Annual	Director of Safeguarding with the Trust HR Director
On-site Assurance Visit	Six months	Director of Safeguarding

Green

Assurance Task	Frequency/ Deadline	Completed by
Assurance Return including: <ul style="list-style-type: none">• Confirmation of statutory roles;• Confirmation of required training being completed, and assurance provided;• Confirmation of local arrangements document being reviewed and available.	Annual	Principal with DSL (checked by Director of Safeguarding)
Single Central Record Audit (Academy)	Termly	Trust HR Director with Director of Safeguarding and Principal.
Sample Case File Audit	Termly or as requested	Director of Safeguarding with the DSL
Data Analysis	Termly	Director of Safeguarding
Single Central Record Audit (Central Safeguarding)	Annual	Director of Safeguarding with the Trust HR Director
On-site Assurance Visit	Annual	Director of Safeguarding

Appendix 3 - Where academies are identified to be 'RED.'

Where an Academy is considered not to have effective safeguarding arrangements - The Director of Safeguarding will notify the Director of Quality Assurance as soon as practicable.

Following such notification, the Director of Quality Assurance will convene a strategy meeting to discuss the findings and agree on a support plan.

This meeting should, at a minimum, include, the following executive leaders:

- Director of Education
- Director of Quality Assurance
- Director of Safeguarding

Consideration should be given to inviting the Principal/Headteacher.

During that meeting, the Director of Safeguarding will outline the concerns identified and share how any immediate concerns about the safeguarding of students will be addressed.

The Director of Quality Assurance will then ratify the review findings or commission a follow-up review within five days.

The Principal/Headteacher will remain informed at all stages, and the Director of Safeguarding will share interim visit findings as soon as practicable.

The Director of Quality Assurance will agree a scheme of intensive support, and/or enhanced monitoring, to ensure that rapid improvements occur.

Ratification and oversight of this support will be overseen by the Director of Safeguarding on behalf of the Director of Quality Assurance.

Appendix 4 – Themes that could be explored during the visit

- Leadership and Management
- Statutory Compliance
- Attendance
- Building Capacity and CPD
- Documents
- Safer Recruitment
- Single Central Record
- Managing Allegations
- Multi-Agency Working
- Information Sharing
- Site Safety
- Alternative Provision
- Staff Wellbeing
- Curriculum
- Child criminal exploitation, including County lines ¹⁴
- Response to upskirting¹⁵
- eSafety
- Pupil Voice
- Staff Voice
- Sexual Violence and Harassment
- Preventing Extremism
- Neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- serious violent crime
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting.'

¹⁴ The term 'county lines' to describe situations where children may be trafficked within England for the purpose of criminal exploitation by urban gangs that supply drugs to suburban areas, market or coastal towns and/ or other urban areas. You can read more about this in our report: www.gov.uk/government/news/criminal-exploitation-and-county-lines-learn-from-past-mistakes-report-finds.

¹⁵ Upskirting typically involves taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual. It is a criminal offence.

- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example, gang activity and youth violence
- domestic abuse
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting
- homelessness
- so-called honour-based violence

And any other issues not listed here but that pose a risk to children, learners and vulnerable adults.

Appendix 5 – example primary agenda

Primary Academy – Safeguarding quality assurance review

INSERT DATE

For 8am on the morning of the visit, please provide the following documentation:

Document	Provided?
The Single Central Record (does not need to be printed)	
Records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents	
Records and analysis of sexual harassment and/or sexual violence	
A list of pupils currently accessing Alternative Provision, including what provision they attend, and for how long	
records and analysis of any restrictive physical intervention	
A list of any referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution	
A list of all pupils who have open cases with children's services or social care and all pupils who have a multi-agency plan	
Records and analysis of suspension and internal sanction (reset)	
Records and analysis of attendance	

Day 1

Timing	Reviewer 1	Reviewer 2
0815-0830	Arrival, Team Briefing- set up EGT, clarify responsibilities and Meeting with Principal and Introductions	
0830-0900	Review 8am documents	
09.00 – 09.45 Lesson 1	Meeting with HR lead and Regional HR Business Partner Discuss Safer Recruitment and the Single Central Register (including visitor management)	Meeting with SENDCo Discussion and case reviews
09.45 – 1000	Site walk	
Break 10:00 -11.00	Meeting with the DSL (training records/policy in practice/team structure/governance etc) Including a discussion around any positive handling incidents)	Meeting with Attendance lead Discussion around attendance monitoring reduced timetable – including register scrutiny Case reviews relating to severely absent pupils (with a focus on early help and home visits)
*10.30 – 11.00	<i>*Discussion about Alternative Provision if used by the school.</i>	
11:00-12.00 Lesson 3	Meeting with HT Discussion about how safeguarding is quality assured by the Principal/HT and a review of cases.	Discussion with eSafety lead
11.45-12.00	Site walk	
12.00 – 1.00	Meeting with DSL Case records (multi-agency plans and response to new concerns)	Pupil voice groups Single Sex groups (x 2)
1:00-1.30	Lunch and KIT	

1.30-2.15	Meeting with Academy Council/AIB chair and safeguarding lead - <i>Microsoft Teams</i>	Meeting with RSE/PSHE Lead Discussion about safeguarding in the curriculum and teaching pupils to be safe. (Including discussion about the use of external speakers) Including work scrutiny and focused discussions with pupils
2.15 – 3.30	Meeting with the Principal/HT Low-level concerns and allegation management discussion	
2.45 – 3.30	Meeting with a group of staff	
3:30 – 4:00	Safeguarding CPD 'wash-up' sessions based on the review findings	
4.00 – 4.30	Team KIT and report writing	
4.30 – 5.00	Feedback to Principal/HT/DSL: Next steps	

Appendix 6 – example of secondary agenda

Secondary Academy – Safeguarding quality assurance review

INSERT DATE

For 8am on the morning of the visit, please provide the following documentation:

Document	Provided?
The Single Central Record (does not need to be printed)	
Records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents	
Records and analysis of sexual harassment and/or sexual violence	
A list of pupils currently accessing Alternative Provision, including what provision they attend, and for how long	
records and analysis of any restrictive physical intervention	
A list of any referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution	
A list of all pupils who have open cases with children's services or social care and all pupils who have a multi-agency plan	
Records and analysis of suspension and internal sanction ('reset')	
Records and analysis of attendance	

Day 1

Timing	Reviewer 1	Reviewer 2
0815-0830	Arrival, Team Briefing- set up EGT, clarify responsibilities and Meeting with Principal and Introductions	
0830-0900	Review 8am documents	
09.00 – 10.00 Lesson 1	Meeting with HR lead and Regional HR Business Partner Discuss Safer Recruitment and the Single Central Register (including visitor management)	Meeting with RSE/PSHE Lead Discussion about safeguarding in the curriculum and teaching pupils to be safe. (Including discussion about the use of external speakers)
Break 10:00 -11.00	Meeting with the DSL (training records/policy in practice/team structure/governance etc) Including a discussion around positive handling incidents)	Meeting with Behaviour Lead Alternative Provision
10.45 – 11.00		Call to alternative provision commissioned by the Academy
11:00-12.00 Lesson 3	Meeting with Principal/HT Discussion about how safeguarding is quality assured by the Principal/HT and a review of cases.	Meeting with DSL and Behaviour Lead Child on child abuse (including bullying and student voice) discussion and case review
11.30-12.00	Site walk	
12.00 – 1.00	Speak with pupils (single sex groups) – 2 groups (KS4)	Speak with pupils (single sex groups) – 2 groups (KS3)
1:00-1.30	Lunch and KIT	
1.30-2.30	Meeting with eSafety Lead Monitoring and filtering discussion	Meeting with Prevent Lead and DSL Review of risk assessments and discussion about PREVENT (including case reviews)
2.30 – 15:30	Meeting with the Principal/HT	Speak with groups of staff

	Low-level concerns and allegation management discussion	
15:30 – 16:00	KIT	
16.30 - 1700	Feedback to Principal/HT/DSL - Emerging systemic strengths/weaknesses Plan Day 2 activities.	

Day 2

Timing	Reviewer 1	Reviewer 2
0830-0900	Arrival, Team Briefing- set up EGT, clarify responsibilities and Meeting with Principal and Introductions	
09.00 – 10.00	Meeting with Attendance lead Discussion around attendance monitoring reduced timetable – including register scrutiny	Meeting with the DSL Whole school approach to harmful sexual behaviours and discussion around student voice
Break 10:00 -11:00	Meeting with DSL and Attendance lead Case reviews relating to severely absent pupils (with a focus on early help and home visits)	Pupil voice group Speak with pupils (single sex groups) – 2 groups (KS4) <i>*Schools with a sixth form – Discussion with the Head of sixth form about attendance monitoring and safeguarding arrangements</i>
11:00-12:00	Meeting with DSL Case records (multi-agency plans and response to new concerns)	Work scrutiny/focused discussions with pupils and lesson visits with RSE/PSHE Lead
12:00 – 12.30	Team kit and lunch	
12.30 – 1.30	Meeting with Academy Council/AIB chair and safeguarding lead - Microsoft Teams	Meeting with SENDCo Discussion and case reviews
1.30 – 2:30	Safeguarding CPD wash-up sessions based on the review findings	
2.30 – 4.00	Team KIT and report writing	
4.00 – 5.00	Feedback to Principal/HT/DSL: Next steps	

Appendix 7 – foci for evidence-gathering during HSB review conversations and activities:

Meeting with principal/headteacher; foci for discussion:

- School improvement plan and relevant priorities
- Nature of safeguarding team; who deals with HSB referrals; time and resource allocation; extent of experience/expertise
- Overview of cases; analysis
- HT/principal's view of effectiveness of educative and disciplinary responses to known cases
- Understanding of nature and scale of HSB issues affecting pupils, whether in or outside of school, and what this is based on
- Training for staff; communication with parents about HSB
- Any changes to lighting, staff supervision after on-site incidents
- Suitability of the PSHE/SRE curriculum and how this is known
- Quality of the delivery of the PSHE/SRE curriculum and how the HT/principal knows this
- Any actions taken as a result of pupil voice and their impact?

Meeting with designated safeguarding lead/safeguarding team; foci for discussion:

- Protected time for DSL?
- System for staff recording of incidents; what is (and is not) recorded; how; who is and who is not recording?
- Classification of cases, analysis? Understanding of trends?
- Understanding of, and adherence to, statutory guidance in responding to cases?
- Multi-agency/DSL network meetings; nature of partnership input and extent to which information shared is acted upon?
- Nature and extent of engagement with parents on HSB matters; reactive? Proactive? Both?
- Training for staff on identifying HSB and taking disclosures; quality of resourcing accessed for this?
- Support for staff who have taken disclosures?

Meeting with designated safeguarding lead/safeguarding team; foci for discussion:

- Minimum requirements of KCSIE 2021 re. record keeping met? Clear and complete concern summary? Follow-up and response? Record of all actions, decisions, rationale, result?
- Type of behaviour/classification; context – including location; information about pupil/family; relationships between children involved; what happened; response of other children/adults involved; any attempts to address/challenge

the behaviour and pupil's response; response of parents when informed; actions taken; safeguarding needs of all met?

- Records included in perpetrator and victim's file?
- Recorded as behaviour or as safeguarding issues?
- Responses consistent with statutory guidance?
- Educative as well as disciplinary response?
- Responses themselves consistent?

Meeting with PSHE/SRE subject leader; foci for discussion:

- Discuss mechanism for delivery of PSHE/SRE and rationale
- Arrangements for quality assurance of delivery, and what this indicates about effectiveness
- Arrangements for staff training, e.g. in handling sensitive classroom conversations
- Results of any pupil voice around PSHE/SRE; actions taken?
- Extent to which the following are 'golden threads' running through the curriculum: consent; healthy/toxic relationships; gender equality; gender roles; gender stereotyping; staying safe online; bullying; prejudiced behaviour; body confidence; respectful behaviour?
- Details of any curriculum adjustments made, e.g. due to pupil voice/safeguarding data, and rationale for these?
- How, and how effectively, pupils' knowledge is assessed Meeting with staff who deliver PSHE/SRE; foci for discussion: Understanding of 'golden threads' in the curriculum; what comes before and after the knowledge they are teaching
- What the key things are that pupils must remember and how this remembering is promoted
- Staff understanding of the rationale for the positioning of certain key topics
- Staff perception of the effectiveness of their subject knowledge training and pedagogic training
 - Rationale for particular teaching methods seen during lesson visits
 - Degree to which colleagues feel confident in handling sensitive classroom discussions
- Utility of feedback staff receive on their practice in PSHE/RSE How staff know what pupils can and cannot remember

Meeting with other staff, including support staff; foci for discussion:

- Training in HSB; knowledge of behaviours to look out for?
- Staff perception and use of training resources
- Training in HSB: do staff know what to do when responding to an incident they witness?
- Can staff put incidents on a continuum so they respond proportionately?
- Access to reporting systems and training in how to use?
- What staff would report in respect of HSB and anything they might not

- What colleagues would do in the case of a disclosure; knowledge of statutory guidance and school systems?
- Confidence that all colleagues would tackle HSB and not pass it off as 'banter'?
- Focus on changing behaviour rather than 'victim blaming'?
- Understanding of need for confidentiality, outside of reporting mechanisms? ▪
Extent to which staff hear, and tackle, pupil use of homophobic language?

Foci for visits to PSHE/SRE lessons:

- Intended curriculum being taught?
- Strong teacher knowledge evident?
- Links made to previous and future learning?
- Choice of pedagogy a good fit given curriculum intent?
- Evident that pupils can remember relevant prior learning?
Discussion and debate managed sensitively?
- Behaviour for learning positive?
Relevant links made to other relevant curriculum content?
- Evident that pupils take the learning seriously?
- Appropriate techniques used to assess extent of pupil knowledge and understanding?

Foci for discussions with groups of pupils:

- Perceptions of PSHE/SRE in respect of HSB and how it could be improved
- Relevance of any sessions conducted by external organisations about HSB
- Perceptions of nature and scale of any HSB and where this happens; anywhere they do not feel safe
- Perceptions around the nature of incidents that staff respond to, and any that might not be addressed
- Perception of the nature in which school staff respond to incidents
- Perception of the adequacy and consistency with which school staff respond to incidents
- Understanding of disclosure options and any barriers to using
- Perception of how far staff response to cases is proportionate
- Perception of how far pupils' welfare/safeguarding needs are met following incidents
- Are there any focus groups on HSB and has any meaningful action been taken as a result of their work?

Foci for discussions with members of LGBTQI+ Group

- Does the school take a proactive stance on LGBTQ+ rights?
- What input has this group had in to policies, procedures, school culture?
- What is this group's perception about LGBTQ+ education via PSHE/SRE and the wider curriculum?

Appendix 8 - SGF14: Principal/Headteacher Case Review form



SGF14: Principal/Headteacher Case Review form

Case ID		Date of review	
Principal		Case Manager	

Structured and easily accessible		The latest update described is recorded?	
The chronology is clear and concise		Professional judgment supported by evidence	
Includes all relevant information		Decisions reached with worker are clearly recorded	
Free from jargon and abbreviations		Actions are timely	
Separates fact from opinion		Shows history of events and allows analysis of any patterns	
Structured well, with action logs clearly following the incident?		Demonstrates effective multi-agency working	
The case shows clearly what level of support the pupil is receiving?		Referrals are timely?	

Actions	Date of review	
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Who is responsible for uploading this form to the CPOMS case?		When will it be uploaded?	
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Principal/HT		Case Manager	
Print Name		Print Name	
Signature		Signature	

