

Safeguarding

Areas of Strength	Focus Areas for Development
<ul style="list-style-type: none"> ● Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. There are regular external audits of the school's safeguarding and health and safety systems and an annual safeguarding report to governors. <i>(safeguarding report)</i> ● All staff are trained and competent using the school's safeguarding tracking software (CPOMS). They are vigilant and confident raising concerns, which are acted on promptly with appropriate action taken, including working with social services and other external agencies when required. <i>(CPOMS records)</i> ● Long term volunteers and those on longer term placements (student teachers) are given safeguarding inductions, ensuring they are familiar with school systems and processes <i>(induction records)</i> ● Fortnightly pupil monitoring meetings focused on vulnerable pupils also allow for ongoing safeguarding, behaviour and attendance concerns to be regularly reviewed and updated by DSL and Deputy DSLs. <i>(pupil monitoring minutes)</i> ● The Single Central Register is checked daily by Senior Leader (AHT) and audited termly by the DSL. ● Online safety is taught explicitly throughout the year, in addition to other elements of the PSHE curriculum around how to keep safe. Pupils report they feel safe. <i>(curriculum planning, pupil survey)</i> ● Ofsted, 2022: <i>'Leaders and governors make sure the care and safety of pupils are a high priority. Leaders follow the proper procedures for vetting candidates' suitability to work with pupils. Staff have been thoroughly trained to understand their role in keeping pupils safe. They know how to identify signs that pupils may be at risk from harm. Staff refer any concerns they have promptly. Leaders quickly secure the help pupils need to support their safety and welfare. Leaders are persistent in their work with external agencies where responses take too long. Pupils are taught about risk, how to form healthy relationships and to stay safe, such as online.'</i> 	<ul style="list-style-type: none"> ● Give children more frequent reminders of who children can speak to if they need help and support, to include learning mentor and DSLs ● Refresher training for leaders on safer recruitment should be arranged to ensure knowledge and practices are up to date ● More systematic risk assessment to be used for pupils involved in repeated incidents involving peers