

## Report of Visit

**Name of School: Grafham Grange**

**Date of Visit: 24<sup>th</sup> September 2015 – meeting between Samantha Cox (DSL) and Kay Joel (NSPCC)**

### **Introduction/Context:**

Grafham Grange originally contacted NSPCC to request child protection training for staff. Alongside this request it was identified that a review of the school's safeguarding policy would be necessary in order for the training to proceed. NSPCC Profession Partnerships and Consultancy responded to this request and a policy review was completed in July 2015.

A visit to the school was originally planned for July 2015 but due to the imminent end of term and other school priorities this was postponed until the new term. NSPCC Training led a day for all school staff at the beginning of September 2015.

### **Main Findings:**

#### **Policy:**

The policy has now been revised in the light of the NSPCC review and has been through several changes following consultation within the school. The policy is now much more relevant to the school's current circumstances and reads as a comprehensive document covering all of the statutory areas required. The policy considers the wider context of safeguarding and includes information on aspects of pupil safety specific to Grafham Grange's context, intake and environment.

#### **Management of Safeguarding:**

The Safeguarding Team in the school has changed. Samantha Cox's role is that of DSL and Family Liaison and she is assisted in the role by Martin Sanders and Paul Roberston. They each have clearly defined roles in the management of safeguarding and having fewer staff members involved has led to greater clarity in responsibilities. The DSL role is now full-time and this has addressed the previous arrangement whereby there was insufficient time allocated to the role. There is also a nominated safeguarding governor.

The safeguarding team meets weekly and in this meeting is attended by the nominated governor once every half term. The DSL meets with the nominated governor termly and produces a termly report for the governing body.

Safeguarding is a standing item at SLT meetings and specific safeguarding concerns are discussed at Multi-Disciplinary Team meetings held in school.

#### **Staff training and records of training:**

Evidence of staff training is kept in an online database. Although this is difficult to use in terms of identifying training for individual members of staff it is possible to see what training has been offered and who has attended. The DSL and other members of the team have or have planned to attend safeguarding training delivered externally and other staff training has been arranged throughout 2015-2016.

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Staff sign when they have read safeguarding documents and the DSL keeps copies of all training handouts and presentations for reference.

On induction, new staff are given a copy of the policy and Code of Conduct. They also meet with a member of the safeguarding team and are shown how to use School Pod to log any concerns about a pupil.

The DSL is about to attend the Training for Trainers course run by Surrey LSCB after which she will be able to deliver training to other staff in school.

## **Record keeping:**

Child Protection records are kept securely in the DSL's office and are stored separately from pupils' general files. Each pupil has a risk assessment and physical intervention plan which are reviewed at the start of the academic year.

The School Pod system is used to record safeguarding concerns. Although the system duplicates some information when it updates records, it produces a chronology of concerns, actions and outcomes. The DSL is the only staff member who can see all of the entries. The DSL discusses actions taken with staff when they report a concern. Depending on the type of concern, staff are given feedback about actions and outcomes. Where cases are confidential, staff are kept informed of the processes but not given the specific details.

The DSL keeps a record of any referrals made to Children's Social Care or to the LADO.

There are weekly safeguarding monitoring meetings for pupils who have allocated family support.

Any general concerns about pupils are discussed at morning briefings so staff are aware of any pupils who may need some additional support or who may be vulnerable.

## **Pupil Voice:**

There is a pupil questionnaire about likes/dislikes to do with school which will be completed shortly. A questionnaire is also being sent to parents.

A School Parliament has been established and will hold its first meeting this term.

A complaints leaflet for pupils is being introduced during tutor time in the coming weeks.

Suggestion boxes for pupils have been ordered and will be placed around the school.

One pupil suggested to me that he thought a feedback form for visitors would be helpful, and that positive comments could be put onto the school's website. The school should consider ways in which pupils can contribute to the development of the school.

## **Curriculum:**

PSHE is delivered by all staff during tutor time. Work is in progress to identify safeguarding topics in schemes of work. The school works with Skillforce to deliver a programme at Key Stage 4. A programme focusing on preparation for adult working life will be delivered across Key Stages 3 and 4.

The school is working towards the Surrey anti-bullying charter mark.

The school's behaviour approach now focuses on mood management and engagement. It is reinforced with posters and other reminders for staff and pupils.

### **Physical Intervention:**

The recent Ofsted inspection raised concerns about the number of physical interventions in school. All incidents of physical intervention are logged onto School Pod within 24 hours and the SLT are always informed. There is a post incident discussion held with the staff member involved (led by Paul Robertson) and discussions are also held with the pupil following an incident. The records of physical intervention are signed off by the Head Teacher and the DSL where there are safeguarding concerns.

The number of physical interventions has decreased this term (2 in the 3 weeks of this term, both involving the same pupil.) The DSL attributes the reduction to staff training (MAPA) and to the school ethos and approach to behavior management, which is now more positive and aspirational rather than punitive.

### **School environment:**

Child Line, 'Staying Safe' and e-safety posters are displayed in various areas around the school. The 'Staying Safe' poster reminds pupils that they can raise concerns with any member of staff but also has photos of the safeguarding team.

Recently, the trees surrounding the lake have been cut so that there is a clear view of the lake from the school building. New fencing has been erected to restrict access to the large amount of open space available and there is a new playground with climbing frames being constructed to provide more activity for the pupils at break times. The lunch break has been reduced to 30 minutes which is helping to keep a calm environment.

The DSL has produced a safeguarding information leaflet for visitors which I was given on arrival at the school. I was met by a member of staff and asked to sign in after providing photo ID as requested. I was given a visitors' badge which had to be worn at all times.

### **Challenges**

This is a challenging time for the school following the Ofsted inspection and the changes in school management and management across the Trust/new Trustees.

Although Grafham Grange is in Surrey, not all pupils come from Surrey and the DSL has to work across several LSCB procedures (approximately 8 different local authorities). A member of the safeguarding team will attend any core meetings, LAC meetings, PEP or Child Protection meetings but this could become a challenge if the school's roll increases.

## **Recommendations**

**The policy needs to be embedded into practice across the school. There are a lot of new/revised processes and systems which will need 'testing' over this term and adjusted as necessary.**

**Staff need to feel confident in reporting and recording concerns and the DSL may need to support staff in making sure responsibilities and lines of accountability are robust and followed.**

**There should be termly analysis of the concerns recorded and actions taken. Any learning for the school from this analysis should be reflected in the policy and procedures, and any training needs (for the safeguarding team or across the school) identified.**

## **Further actions**

- To devise a procedural flowchart for reporting of concerns following the guidance given in the policy to check procedures are clear and robust (Kay Joel)
- Produce a summary of the safeguarding policy and procedures for easy reference (Samantha Cox)
- Consider using the Grafham Grange policy to share good practice across the Trust's 3 schools. (For discussion at the forthcoming meeting of safeguarding leads)
- Details of e-learning and other resources to be provided (Kay Joel)
- Kay Joel and Samantha Cox to meet again on 16<sup>th</sup> November 2015

**Kay Joel  
Senior Consultant  
NSPCC Professional Partnerships and Consultancy**

**1<sup>st</sup> October 2015**