

Safeguarding and Looked After Children: Annual Report to governors June 2017

This Annual report is prepared according to the statutory duty to present a report to be received by the Governing Body.

Ofsted Inspection in 2016 found that “Safeguarding is effective”.

“Great care is taken by all staff to safeguard the pupils’ health, safety and well-being. Staff and governors’ training is planned effectively to ensure that all have the appropriate level of knowledge and skills. Governors oversee safeguarding and are well qualified, keeping up to date with legislation to ensure that they discharge their duties as required by law. Regular audits of the school’s safeguarding arrangements are undertaken by the lead safeguarding governor who checks documentation, records and practice. Checks on the recruitment of staff are thorough, as is record-keeping. As head teacher, you actively support parents with particular needs, such as those who foster and adopt children. Your excellent knowledge of the local agency services available enables you to ensure that families receive appropriate and timely support. Staff ‘go the extra mile’ to ensure that children who are vulnerable are given additional support as they arrive at the school and when the time comes for them to move on to the next stage of their education.

Parents who completed the online survey reported that their children feel safe in school and this was borne out by those pupils who spoke to the inspector. The relationship between staff and pupils is very strong. The excellent levels of care and attention that staff provide help pupils to grow in confidence and become increasingly independent. The new nurture class is making a positive difference in identifying and supporting pupils who have special educational needs and/or disabilities”.

Aire View Infant School continues to maintain a high level of commitment to its Safeguarding and LAC responsibilities that are based upon statutory requirements but rooted in the schools approach to the “whole child” in addressing identified need within school and in collaboration with partner agencies. As the merger with Hothfield Junior School approaches increasing emphasis has been given to establishing common ground and procedural consistency.

This is evidenced by: Revisions and updates to the Safeguarding Policy (Forced Marriages, Honour based violence, FGM, Peer on Peer abuse, Private Fostering, vulnerabilities of SEND children), on going training input to Designated lead, named others and all relevant staff and governors, Safe Recruitment practice, Allegation Management, safety of building and

environment, safe use of social media and the internet, self-evaluation, Inter-Agency Working, the Adoption Support Group and commitment to LAC through contribution to Personal Education Plans and the statutory review process, oversight and scrutiny through standing agenda item on Pupil Progress and Welfare committee, production of 2 weekly Safeguarding Bulletin for all staff ensures the prominence of safeguarding across the staff group and the school community.

Pupil Progress and Welfare Committee performs a scrutiny and support role and receives termly reports on Attendance, Safeguarding activity and other welfare issues including children in need.

Governor Visits have greater focus and have explored how the school works with partner agencies to ensure children needs are acknowledged and met.

Policies and Procedures

Safeguarding Policy is subject to annual review and updating. There is a good level of awareness of Safeguarding issues within the wider school community and this is a feature of annual teacher appraisal. All Governors and staff are subject to DBS checks and a review system operates to ensure currency (see **SCR** below).

Safer Recruitment

All involved in staff recruitment comply with expectations of R&S training. DBS and other necessary documentation are pursued prior to any staff appointment.

Safeguarding and LAC Policies and procedures

These are in place and accessible on the school website along with all other policies. Associated flowcharts and contact lists provide clarity for staff and others in the event of reporting concerns. Designated Leaders and named persons are identified. Safeguarding issues are reported as a standing item to the Pupil Progress and Welfare committee and thus fed back to FGB.

Management of Allegations

Procedures are in place. Chair or Vice Chair of the FGB will link with Bradford Education if allegations arise.

School site is safe and secure

Safeguarding Governor has undertaken a walk-about inspection and audit. Resources Committee addresses Health and safety concerns.

Single Central Record (SCR)

Regular audit and spot-checks of records of references, DBS and all relevant documentation is undertaken by HT and by Safeguarding Governor. Issues identified are addressed and rectified to ensure compliance with expectations.

Recording

The introduction of the CPOMS electronic records software has increased the schools accuracy and reliability in maintaining records of those children causing concern through attendance, welfare and safeguarding issues. The whole staff group are able to enter timely records that raise awareness of the designated lead and relevant others. It gives access to reports for submission to formal conference and partnership review processes and can produce statistical information for the purpose of school performance. The system will be developed to give access to wider functions.

Extended school provision

This is subject to safeguarding arrangements and oversight by HT.

Social Media and Internet

Safe use of these is promoted through good practice and awareness raising. Parental guidance is promoted through the school's website. All staff and governors sign a Safe Use Agreement declaration.

Parent Survey and Pupil Feedback

Evidence indicates that children feel safe and know that there is someone that they can approach if they have concerns. Acceptable behaviour and anti bullying policies underpin the school ethos that ensures the safety and welfare of children at all times.

LAC and Adoption.

LAC numbers are usually very low and primarily relate to those children placed for and awaiting adoption. Some effort and resources are dedicated to ensuring the needs of these most vulnerable children are met. A full part is

played in LAC planning and review. The Adoption Support Group has received positive feedback and acknowledgment from other agencies. It is hoped to extend this across the age range to the junior school and is widening into a broader Family Support function that will include reconstituted families and where separation and loss are a feature.

Training and Development. Whole staff training has continued to ensure that information and awareness is maintained as a key aspect of Continual Professional development.

Steve Wilkinson
June 8, 2017