Safeguarding Practice Review Report			
Name of school	East Hoathly Church of England Primary School and Nursery		
Date of visit	29th November 2022		
Reviewers	Dion Page-Hammond and Vicky Rowe		
School Data			
Overall attendance	94.9%	Children on a Child Protection Plan	0
Persistent absence	13.4%	Children on a Child in Need Plan	0
Looked after children	0	Children on Early Help	1
Evaluation			

SCHOOL SELF-EVALUATION

- The school completed the ESCC self-assessment safeguarding audit for the last academic year and returned this to SLES.
- The school's self-assessment of practice aligns with the findings of this review.

SLES EVALUATION

- **Pupils are safeguarded well at this school**. There are two actions which need to be resolved immediately, outlined in the immediate action table of this report. Other areas for development are identified within the main body of the report. The school leadership team, including governors, should oversee the implementation of these actions.

Areas for immediate action			
Agreed Action	**By Whom**	**Timeframe**	**Impact (Measurable outcomes)**
Create an addendum to the safeguarding policy, to reflect the current DSL arrangements.	EHE/HoS	Immediately	The policy will accurately identify DSL arrangements. And these arrangements will be shared with staff and reflected within signage about the school.
Update the SCR, as detailed within section 4 of this report.	Secretary	Immediately	The SCR will accurately reflect the safer recruitment checks which have been completed.

Detailed Findings
This section of the report provides commentary on the four broad areas of practice, along with an evaluation of impact. Where they exist, areas for development are identified. Unless an area for development also features within the immediate action table above then this should be considered a target for achieving best practice and the timescale and priority for this should be determined by the school leadership team and the governing body/Trust

1. Leadership & Management
This section reviews to what extent the school has clearly defined roles, responsibilities and structures to ensure that safeguarding is effective. Practice is underpinned by informative and up-to-date policy. Robust governance holds the school to account.

Commentary

The school is part of a well-established federation comprising of four schools in total. The benefits of federating are being exploited, with senior leaders and subject leaders operating across all four schools. The governing body is also federated and maintains oversight of all four schools. This is supported through each school having a Vice Chair and other governors being linked to subject leads in each school. The Chair of Governors is also the safeguarding governor, and they liaise regularly with the EHT.

The school has recently had an unplanned change of leadership, with the HoS leaving suddenly and an existing senior leader now acting up as HoS. The impact of this change has been mitigated by a HoS from one of the other federated schools providing support on two days a week and the EHT maintaining an enhanced presence at the school.

The Chair of Governors completes safeguarding visits and produces reports of these, which are shared with the governing body. Often the safeguarding newsletter, produced by SLES Safeguarding, will be used to inform the agenda for safeguarding visits. Safeguarding metrics about each of the schools is shared with the governing body through the Headteachers report. DSLs attend relevant network meetings, as do the subject leads for computing and PSHE.

Wellbeing and mental health are an important element of the whole school approach to safeguarding. The HoS at one of the other schools is a lead in this area which incorporates child and adult wellbeing. Parental engagement around this topic is evident in the school newsletter. Therapeutic thinking, zones of regulation and Thrive are important elements of pupil wellbeing.

The websites for the federation and each school are well managed and organised with up-to-date information being available to a range of stakeholders. Policies and curriculum maps are all available as are newsletters for parents and information about safeguarding and online safety. A review of relevant policies is on page 8 of this report.

Impact

Senior and subject leaders work collaboratively to create an authentic whole school approach to safeguarding. Data is used as a tool to evaluate and inform next steps.

2. Practical Implementation
This section reviews to what extent the school provides a safe environment for all.

PHYSICAL ENVIRONMENT

Commentary
Continuous perimeter fencing surrounds the site, reducing the risk of unauthorised entry or exit. During the school day there is a single point of entry: a locked gate which is remote controlled by reception. Fencing within the site directs visitors to the reception area. At reception visitors have their identity checked and are required to sign in on an electronic register. Visitors are given a sticker, identifying them as a visitor, and they are provided with a safeguarding information leaflet. Posters and displays around the school site provide safeguarding information for pupils. This includes notices which support pupils to reflect upon the zones of regulation. In the staffroom a noticeboard provides safeguarding information to staff.

At the start and the end of the school day there are two points of entry to the school site both of which are manned by duty staff. The start and end of day were observed to be calm and well managed with routines embedded. The same is true of break times where duty staff were observed to be supervising pupils and pupils were seen to be engaged in purposeful play.

Impact
The school site is secure, and all reasonable steps have been taken to mitigate unauthorised entry and egress.

Areas for Development
- Duty staff were on the playground at the start of the day, but their positioning should be reconsidered to ensure that they have sight of pupils behind the mobile classroom.
- The school have a system of coloured sashes denoting whether children are permitted to use the toilet at lunchtime, however the reviewers observed two children mucking around in the hand basin area of the toilets so supervision of these areas should be reviewed.

FIRST AID AND MEDICAL

Commentary
Medical Tracker, a school specific record keeping database which synchronises with SIMS, is used to record incidents of first aid and manage pupils with ongoing medical conditions. First aid is administered by a small group of appropriately trained staff. Details are logged on Medical Tracker and parents are alerted as necessary.

Where pupils require medicines at school, then only prescribed medication will be accepted, and a consent form must be completed by parents. Medicines are stored, as required, in a secure cabinet/fridge. Medicines are administered by trained staff and this process is managed/logged through Medical Tracker.

Pupils with ongoing medical conditions will have an Individual Healthcare Plan (IHP) formulated. These are shared with staff via Medical Tracker and reviewed annually, or as needs be. In addition to Medical Tracker, there is also a one page 'overview' document which highlights pupils with medical conditions. This is used to raise awareness with staff through briefings, but also shared with supply staff, and the like, who are not familiar with children.

All staff have access to Medical Tracker, so the DSL can easily consult records to triangulate this information with other safeguarding data. In addition to this the DDSL completes a termly review of Medical Tracker.

Impact
Arrangements for first aid and pupils with ongoing medical conditions are robust and integrated with other school systems ensuring that pupils needs are well known to staff and considered holistically by the safeguarding team.

PREVENTATIVE CURRICULUM: PSHE and Online Safety

Commentary

Thorough planning and sequencing of learning is evident through curriculum maps. 'Safeguarding topics' including healthy relationships and online safety are taught through the PSHE curriculum using resources from Jigsaw. Online safety also features within the computing curriculum using resources from Purple Mash. Online safety is evident within the school environment, with SMART rule posters supporting pupil understanding. Smoothwall software filters and monitors internet use. Alerts of concerning usage are sent to the DSL for action. Subject leads and class teachers can and do adapt the timing or delivery of topics to address any emerging needs/themes from classes or other groups.

Resources and planning are on a shared 'Google Drive' allowing subject leaders to monitor preparation. These subjects are always taught by the class teacher on a weekly basis. At the end of each year all staff complete a CPD questionnaire, which then informs CPD for the coming year. Weekly staff meetings can be used to raise issues/update/upskill staff as needs be throughout the year.

Impact

Curriculum planning ensures that pupils receive a consistent message about how to keep themselves safe or raise concerns where they arise.

Areas for Development
- Staff spoken with throughout the day did not always seem certain about who the 'Online Safety Lead' was, which in reality is the DSL.

3. Responding to Concerns
This section reviews to what extent the school identifies pupils with additional vulnerabilities or needs and plans for these accordingly. For all pupils, where safeguarding concerns arise, appropriate steps are taken to safeguard in a timely way, and these are accurately recorded in secure records.

PUPIL VOICE

Commentary
A meeting was held with 5 pupils from a range of year groups. All pupils reported that they liked coming to school to learn maths and English and to play games. Pupils were asked whether there were any areas within school that made them feel unsafe and they reported that the playground made them feel unsafe as they had been pushed over. One pupil said that the first aid area made them feel unsafe as the wipes they used stung. Pupils were asked about keeping safe online and identified the 'Oh no' button on the computer, which alerts the teacher, that there were posters about the school and being SMART online. Pupils were not clear or confident about how they stayed safe online outside of school and did not identify areas such as, not giving out personal information, not talking to strangers etc.

Pupils were asked about bullying and whether they could identify the different types. Most pupils knew about the different types, including cyberbullying. When asked about whether they felt bullying happened in school and how the school dealt with it, all pupils reported that it did happen, but that the school '*does a really good job of dealing with it, including coming up with ideas of how to manage*'

Pupils were asked about whether there were worry boxes in their classrooms. Some pupils have Mood Monsters and other Me Pegs. Those with Mood Monsters demonstrated a good knowledge of how this worked and what they were for, however it was reported that they were '*unsure if it is checked daily, it is not checked*' and one pupil identified that their mood was on the blue area, and no one had spoken to them. Those pupils who have the Me Peg were clear that when they moved their peg the class teacher attaches the peg to their lanyard and knows they must speak with the child.

Pupils were able to talk confidently about if they had a worry, that they would speak with a Trusted Adult, such as a family member or a teacher, however none specifically mentioned the DSL.

Pupils were asked about the Pants rule and Stay Safe Speak Out, the younger pupils were not aware of the Pants rule and the older pupils were not as confident about this rule. Pupils had some awareness of Stay Safe Speak Out and identified that they could contact ChildLine if they were unable to speak to an adult.

Impact

This sample of pupil voice demonstrates positive attitudes about school, and it being a safe place, and an awareness of zones of regulation (mood monsters), elements of the Pants rule and online safety within the school environment.

Areas for Development

- Revisit with all pupils online safety out of school so that all pupils have a good level of understanding and knowledge.
- Review the use of the Mood Monsters to ensure that pupils feel that this is being acknowledged. Consideration should be given to having a worry box in a central location which is checked at a specific time or times, so that children who do not feel they can openly/visually ask for support have another option.
- Revisit the NSPCC Pants rule and the Stay Safe Speak Out with all pupils, to develop and embed their understanding.

ATTENDANCE

Commentary
There are currently 97 pupils on roll at the school and 21 children in nursery. The school uses SIMS to record attendance. There is use of the red flag system for comments within the registers, although this requires additional detail. There are regular fortnightly meetings between the DSL and the member of staff who deals with attendance. Attendance is RAG rated to identify attendance patterns and trends in pupils so that action and early intervention can be taken, including meeting with parents to discuss concerns. There are processes in place to escalate concerns regarding attendance, including referral to the ESBAS service.
There was one part-time timetable in place for a reception child who, although not at statutory school age, the school have made the decision to put it in place to support with being in school full-time after their next birthday.

The school does not use any Alternative Provision. No children have been Off Rolled or been taken out of school to be Electively Home Educated (EHE) and there are no reports for Children Missing in Education, although the school is aware of the processes if they are required.

Impact
The school has robust processes in place for recording and monitoring of attendance. When attendance is identified as dropping the school has processes in place to meet with parents and to implement plans, or if it continues to escalate, to other services. Attendance is overseen by the DSL, ensuring that this area of practice is factored into safeguarding processes.

Areas for Development
- The priority list of vulnerable pupils, for first day of absence calls, should be formalised, so that there is a consistent approach to this practice.
- The red flag comments on SIMS need to capture more precise information: the time the child arrived at school and the reason for being late. This will enable the DSL to have improved oversight and better identify any early patterns/trends.
- The review of part-time timetables needs to include what is working well and any update to the timetable.

BULLYING/BEHAVIOUR

Commentary

The school have recently reviewed the processes for investigating bullying and developed a seven-step approach to completing any investigation. This process is supported with a proforma which captures the evidence of each stage. The final step is to provide parents with the opportunity to provide feedback. Individual behaviour plans are formulated where necessary and evidence was seen of a plan, which included a visual element for the pupil. The plan had been written in collaboration with the parents and the pupil and clearly identified de-escalation techniques and a staged approach.

Behaviour is reviewed termly for any trends and the DSL identifies any further actions to take within the school.

Impact

The system for investigating bullying ensures a consistent approach and a clear outcome for the pupil and the parents. Planning around behaviour provides a shared approach, with pupils being given ownership as well as responsibility, alongside the parents and the school.

Areas for Development
- When recording incidents of bullying this should be done by type, physical, verbal etc. This will allow for tracking of events and any trends, such as an increase in cyberbullying.
- The bullying pro-forma form should be revisited to ensure that there is a clear statement of the allegation at the beginning of the concern and then to include a conclusion/outcome of the investigation at the end, e.g., 'it was not bullying but a friendship issue and as such…'. Capture any further actions or support agreed on the document.
- Ensure consistency with names of staff when recording.
- When reviewing Individual Behaviour plans ensure that reviews are captured and evidence whether the plan is working or not and whether there are any changes and why.
- Ensure that within the Restrictive Physical Intervention record that there are times and dates, and details of what de-escalation techniques were used. Reports should also include the voice of the child once they have had a period of time to calm down, which will provide insight as to why the incident happened and could be used to update any plans.

WELFARE CONCERNS

Commentary
The school uses the electronic record keeping system My Concern. All staff have access to record safeguarding and welfare concerns on the system, which the DSL can then review, analysis and take action as necessary. For visitors or if staff are not able to access My Concern, then there are paper Welfare Concern forms around the school which can be used.

My Concern entries were reviewed, and evidence seen of response to concerns, communication with other professionals and referrals to other agencies, for example a Statement of Referral (SOR). Evidence was seen of communication with parents, both in person and virtually. There is only one pupil in the school who is currently open to Early Help. Evidence was seen of communication between the school, practitioner and parent.

Impact
Systems and processes allow the DSLs to monitor the welfare of pupils holistically and triangulate data from a range of sources, meaning they can respond to concerns in a timely way.

Areas for Development
- Ensure consistency with recording names and job roles within My Concern entries.
- Ensure that the headers of emails are consistently included in records.
- When using one case record to capture actions taken in a specific time period of the day, the record should include the times of the actions so that this reads clearly.
- There needs to be evidence of the weekly DSL meeting discussion of children, on each of the individual child's file.

4. Workforce & Volunteers
This section reviews to what extent the workforce is well managed and trained with respect to safeguarding. Induction, annual training and ongoing updates provide adults with the knowledge and understanding needed to identify and effectively respond to pupils and families with additional vulnerabilities and possible concerns. All safer recruitment checks are completed and where concerns or allegations around conduct arise these are processed in line with local and in line with local and statutory guidance.

STAFF TRAINING

Commentary
The federation commission whole school safeguarding training from ESCC each September. In addition to this, staff complete Prevent e-learning. All staff have read Part 1 of KCSiE. Staff awareness of safeguarding is maintained throughout the year via staff meetings. Three members of staff, not directly connected to the management of safeguarding, were spoken with and they spoke confidently about safeguarding in general, the local context and in-school processes. Specifically, they felt that: *safeguarding was a top priority for the school, that systems are smooth, and everything is taken very seriously*. The DSL completes the safeguarding aspect of induction for new staff, and this process includes the elements stipulated in KCSiE.

The Executive Headteacher and the Chair of Governors have completed safer recruitment training. The Chair of Governors has completed safeguarding training, specific to this role. He also attended the whole federation safeguarding training in September.

Staff involved with first aid and the administration of medicines have completed training for this.

The in-school DDSL has completed training for this role. The HoS/DSL and the EHT/DDSL have also completed training for this role but due to the incorrect frequency being set on the school training matrix, this training has lapsed. They both have confirmed places on the next available training on the 26th January 2023.

Impact
In-school training appears effective, with staff being aware of safeguarding issues and in-school processes and all safeguarding systems functional.

The lapse of training for the two DSLs creates a gap in certification for these two members of staff but this can be mitigated by other DSL trained staff acting across the federation.

Areas for Development
- Create an addendum to the safeguarding policy, to reflect the current DSL arrangements.
- Complete DSL refresher training, as confirmed, on the 26th January 2023.

SAFER RECRUITMENT

Commentary
The principles and practices of safer recruitment are understood and followed by those involved in the recruitment of staff. The person managing the SCR understands the requirements of this document and works hard to maintain it. Scrutiny of the SCR identified no errors other than those listed in the area for development section below. Written confirmation of checks being completed by third parties are requested and filed, with relevant details reflected in the SCR.

Impact
With statutory checks being complete there is a high degree of surety that the workforce and volunteers are suitable to be working with children.

Areas for Development

- Ensure that suitable evidence of right to work in the UK is always being recorded on the SCR. There were a couple of examples of just birth certificate, or just National Insurance number, when it should be these two combined.
- There are a couple of music 'teachers' listed on the SCR. Although they do not hold QTS, a Teacher Prohibition check should be completed and recorded on the SCR.
- The school is in the process of 'reDBSing' staff, as such there are 'double entries' of numbers/dates to reflect this. There was one example though which had a doubling of dates, suggesting the DBS had been updated, but no new DBS number. This detail should be added.
- Ensure that the documents used to verify people's identity and right to work in the UK are consistently being copied and kept on their personnel folders and this is being consistently recorded on the SCR.

MANAGING ALLEGATIONS

Commentary
The Executive Headteacher has experience of managing allegations. Evidence was seen of an investigation into a concern raised and liaison with the LADO. The Executive Headteacher has undertaken the Managing Allegations training with ESCC, however identified that this was five years ago and has booked onto the next session in December 2022 to update himself. The new Acting Head of School is on the waiting list for the next Managing Allegations course.

Impact
Allegations against staff are always taken seriously and are processed robustly and fairly with due consideration to statutory guidance, such as consulting the LADO and referring to SPOA when required.

Areas for Development
- When a child makes an allegation about a member of staff, there should be a brief entry on the child's My Concern to denote this. All of the paperwork relating to the investigation and outcome is confidential to the member of staff and should not be saved within the child's My Concern record.
- Consideration should be given to where and how low-level concerns are recorded, so that this can be reviewed and tracked for any patterns or trends and comply with Keeping Children Safe in Education p.101, paragraph 436.

Policy Review: commentary and areas for development combined

- Child Protection and Safeguarding. Adopted September 2022
  - ESCC model policy and adapted accordingly to the school.
  - An addendum should be added, to reflect the DSL arrangements until January 26th 2023

- Staff Behaviour and Code of Conduct. Adopted September 2022
  - ESCC model policy and adapted accordingly to the school.

- Online Safety. Adopted September 2022
  - ESCC model policy and adapted to the school.
  - Links to other school policies.

- Behaviour. Adopted January 2022.
  - Links with other school policies.
  - Is based on Therapeutic Thinking approach to behaviour.
  - Includes use of restrictive physical interventions.

- o   Includes the use of Individual Behaviour Plans.

- Anti-Bullying. Adopted January 2022.
    - o   Links to other school polices.
    - o   Just need to include Biphobic and Transphobic.
    - o   The Child Friendly Anti-Bullying leaflet which is on the school website is not referenced within the school policy and would benefit from being linked.
    - o   Within the Child Friendly leaflet, it would be beneficial to refer to biphobic and transphobic bullying.

- Supporting Children with Medical Conditions. Adopted September 2022.
    - o   ESCC model policy and adapted to the school.

Activities undertaken within this review

This review is based upon observations made during the day of the review, drawn from:

Speaking with
- Staff and governors, with specific safeguarding responsibilities, in pre arranged meetings.
- Other staff, in unplanned meetings, throughout the review day.
- A group of children in a prearranged meeting.
- Other children throughout the review day.

Reviewing
- policies and procedures.
- Safeguarding records.
- Plans for individual children: medical, behaviour (including the use of physical interventions), risk reduction etc.

Observing
- Features of the school premises.
- Routines at the start and end of the school day.
- Provision at break and lunchtimes.

Documents seen

- Safeguarding and child protection policy
- Prevent policy and risk assessment
- Anti-bullying policy
- Supporting students with medical needs policy
- Behaviour policy
- Online safety policy
- Staff code of conduct
- Staff induction checklist (where aspects of the safeguarding induction are listed)
- DSLs training certificates
- Safer Recruitment training certificate

Documents requested as part of the review, but not seen

- In date certificates for two of the DSLs.

School personnel seen within the review

- James Proctor: Executive Headteacher and Deputy Designated Safeguarding Lead (DDSL)
- Sheridan Whythe: Acting Head of School and Designated Safeguarding Lead (DSL).
- Michelle Mackmin: School Secretary
- Emily Boswell: Computing Lead
- Ellie King: PSHE Lead
- Heidi King: Head of School (Parkmead), Mental Health and Wellbeing Lead
- Jeanette Wicks: Bursar
- Kerri Howes: Class Teacher
- Nicky Roberts: Teaching Assistant
- Alan Brundle: Chair of Governors (via Google Meet).

School Personnel present at feedback

- James Proctor: Executive Headteacher and Deputy Designated Safeguarding Lead (DDSL)
- Sheridan Whythe: Acting Head of School and Designated Safeguarding Lead (DSL).
- Alan Brundle: Chair of Governors (via Google Meet).

School comment

Thank you Dion and Vicky for this thorough and rigorous safeguarding review.
The ways forward will help us to be even stronger as individual schools and as a Federation. The areas of development will be put into place rapidly across our schools.
Staff reported back that they enjoyed the experience- so thank you again for your time with Pioneer staff too.
James Procter 5/12/22

Governor comment

I feel the report reflects that East Hoathly School does safeguard the pupils well. I feel this is accurate and we appreciate the feedback you have given to us. I will be monitoring the implementation of these areas of development termly and will report back to the FGB.
Alan Brundle- 5/12/22