

SAFEGUARDING STANDARD

Verification Report

Gilded Hollins Primary School

January 2021

This Safeguarding Standard involves a comprehensive audit covering all areas of safeguarding. The following report is based on a whole school evidence-based verification of safeguarding policy and practice.

Gilded Hollins Primary School has successfully evidenced that safeguarding policy and practice are clearly in place. Leaders at all levels consistently prioritise safeguarding and rigorously monitor procedures and practice. There is a clear ethos that everyone is responsible for keeping children safe. All policies have been updated and are in line with statutory requirements.

Safeguarding Policy

Gilded Hollins has a detailed Safeguarding Policy in place which is reviewed annually by staff and the Governing Body and revised in line with statutory requirements. All staff and governors have signed that they have received, read and understood this policy.

All policies relating to safeguarding pupils are in place and are available for staff and governors. The website has clear information for parents on safeguarding including advice on supporting E Safety at home.

Safeguarding Training

The Designate/Deputy Safeguarding Coordinator's training is up to date and completed every two years.

Safeguarding training for all staff is regular and up to date. Additional 'awareness raising' is addressed through staff meetings across the academic year.

The induction procedure for new staff is exemplary. Each new member of staff is informed about the school's safeguarding policies and attends training.

Governor safeguarding training has been completed and all governors have signed that they have read and understood Keeping Children Safe in Education 2021.

Safeguarding – Leadership and Management

All staff are responsible for safeguarding children at this school. The Designated Safeguarding Lead is responsible for ensuring that all adults in the school are fully informed on the correct procedures to follow when managing a disclosure and how to keep the children safe both in school, when on a school trip, in the community and at home.

Safeguarding is reviewed termly at the Governing Body Meetings. The Safeguarding Governor visits the school regularly and is updated on all safeguarding issues. Reports of visits are completed for discussion at the termly Governor Body Meetings.

Safeguarding – teaching and learning

Assemblies support pupils in making the right informed choices and ‘good’ choices are celebrated. The PHSE programme is progressive from Reception upwards and includes Health and Safety, Behaviour, Prevent, Mental Health, Anti-Bullying, British Values and the school’s 6 expected qualities. The learning ethos places a strong emphasis on emotional wellbeing, building resilience and nurturing mental health.

Recovery Plan

The detailed Recovery Plan sets out the policy and practice for the safe return of all children following school lockdowns over the last 18 months. Plans for dealing with further outbreaks be it at pupil, staff, ‘bubble’ or whole school level are detailed and continuously reviewed and revised if necessary. The Governing Body has agreed this policy and monitors the implementation.

The Senior Leaders have provided detailed information for staff on policy and procedures relating to Safeguarding and Health and Safety in dealing with the pandemic.

Mental Health and Wellbeing

Mental Health and Wellbeing is seen as a key focus for the school and features as a high priority in the COVID Recovery Plan. Senior Leaders and Governors are committed to supporting children, staff and families in this area.

- Wellbeing of the children and staff at Gilded Hollins is paramount. All staff work as a team to provide support for each other and the families. The school has a strength in monitoring children and making sure they feel safe to learn. They provide good communication links for families who need additional support.
- Reporting on Mental Health and Wellbeing is on the agenda for termly Governors’ Meetings.
- Staff continuously review new ways to help pupils focus and achieve.
- The school has a well-being area for pupils to use

- Plans are in place to introduce Mental Health Champions

Recovery Curriculum

The school has in place a detailed Recovery Curriculum Programme. The focus is on diminishing the learning gaps for identified pupils to ensure that they are working to their full potential.

A Remote Learning Programme through Seesaw has been maintained to allow access to the planned curriculum in the event of a child/ren having to work from home.

School Leaders have been proactive in dealing with the unforeseen challenges brought on by the pandemic. Communication with all stakeholders including Governors and parents has been a continuous priority.

ZONE 1 – In the public eye

Educational Visits Policy

Gilded Hollins has in place a detailed Educational Visits Policy that was written and managed by the EVC and the Headteacher in discussion with staff and Governors. It is reviewed annually and revised as and when necessary. The policy and procedures ensure every child is safe and individual pupil's needs are catered for.

Educational Visits are carefully sort to support the delivery of the curriculum and provide a wide range of practical and knowledgeable experiences for the pupils.

This Policy is supported by EVOLVE, a Local Authority Reporting System, which verifies and logs Risk Assessments for all trips. Generic Risk Assessments from venues are personalised by the school. The Lead Teacher completes the Risk Assessments which are then checked by the EVC and forwarded to the Headteacher to be authorised and signed.

The EVC has completed training on the management of Educational Trips and has lead training in the school for staff. The school has a team of highly qualified and competent staff who prepare for taking children out of school. When planning a school trip, they make sure that procedures have been adhered to and are in place so that all children are safe.

Key points of the Educational Visits Policy are as follows

- Pre visits are completed, when necessary, by the Lead Teacher prior to completion of the Risk Assessment.
- Lead Teacher is provided with a checklist to follow when planning a visit. The visit goes ahead when this has been completed and signed as agreed by the EVC and the Headteacher.
- The Lead Teacher completes the relevant details on Risk Assessments and forwards to the EVC for confirmation.
- Risk Assessments include the number of adults required for the trip to maintain the safety of the children
- Lead teacher ensures that pupil ratios are as per policy however the ratio is increased based on the Risk Assessment and/or individual need. The school generally arranges an increased teacher/pupil ratio per trip.
- The EVC forwards the details to the Headteacher for verification.
- Risk Assessments are forwarded on completion to EVOLVE.
- Completed forms and Risk Assessments are filed as a record of the trip
- Communication with parents is good. Letters are sent to families for every trip providing detailed information about the supervision arrangements whilst on the trip and the programme for the trip. This allows the parents to make an informed decision prior to giving permission for their child to attend. If relevant an information meeting is arranged for parents.
- Parents are required to complete a signed medical form providing information on any specific medical requirements and giving consent for staff to administer medication.
- All adults supervising a school trip are DBS checked
- The Lead Teacher ensures that first aid equipment, pupil medications and inhalers are taken on every trip, including the Emergency Inhaler. Parental permission for those children who have been diagnosed as having asthma to have the Emergency Inhaler administered is checked prior to leaving school.
- Personal medication is checked against the completed medical consent forms provided by parents. Administration is also checked against the prescription label on the medication.
- The school has an expected code of code for all staff and volunteers whilst supervising children on a school trip. The expectation is that personal phones will not be used whilst supervising children for any reason including taking photographs or videos. Only in the event of an emergency can phones be used. Alcohol and drugs are not allowed and staff are expected to be on duty 24/7 whilst on a residential trip.
- In the event of a pupil becoming ill on a trip the Lead is responsible for contacting the school who will then contact parents.

- Staff are made aware of emergency procedures
- The school has high expectations for pupil behaviour in public and a pre-visit meeting reminds children of the school Behaviour Policy to ensure their personal safety and the safety of others.

Transport

Coach firms used have been asked to confirm in writing their policy on the safety checks of their vehicles and drivers.

The most recent educational trip is filed as a record of policy in practice and evidences the high expectations the school has when taking pupils into the community.

Attendance

The school Attendance Policy is detailed and promotes the importance of being in school in order to achieve the high academic expectations of the school. Procedures are clearly in place to promote positive attendance and ensure punctuality through continued partnership with parents and relevant services.

The message that good attendance is important in maximising educational opportunities is consistent in lessons, assemblies, school reports, newsletters and Parents' Evenings.

Monitoring attendance is a high priority and reports are produced regularly for discussion at Governing Body Meetings. The school has in place a rigorous system for following up persistent absence and providing support for families and children.

Registers are electronic and the Administration Officer carries out a first day response to absence. This is embedded in practice. At the close of register the Administration Officer checks the reason for absence of those pupils with no prior notification provided by parents. The reason for absence is checked by a phone call. If there is no response from the parents, additional contacts are tried. If still no response the Headteacher is notified for further action. Contacts are tried periodically throughout the day. Continuous concern will be forwarded to the relevant agencies.

Parents are expected to contact the school to notify an absence and are requested to make medical appointments after school hours. When this is not possible the school requests written confirmation of the appointment. It is policy that children who are required to attend appointments during the school day are collected by their parents and they are asked to sign their child out. On return to school from an appointment children must be signed in as present.

The school recognises the importance of good attendance in order to allow each child to reach their full potential and for this reason the governors have made it policy that holiday related absences will not be authorised with the exception of extenuating

circumstances. The Headteacher is the only person who can make the decision based on the nature of the request.

Celebration

End of year certificates are presented to pupils for 100% attendance.

Lateness

Children who arrive late have to report to the main office. Reasons for lateness are logged and patterns are monitored. Persistent lateness patterns are noted and parents are invited to school to discuss reasons.

Missing Pupil

Gilded Hollins has policy in place to address missing pupils on roll. The policy ensures that the school acts quickly if a child fails to attend school without a reason. The school is proactive in such an event and their first point of action is to make a contact with the parents. If it is not possible to contact the child's parents the school will defer to additional contact numbers provided by the family. If parents cannot be contacted to provide a reason for their child's absence after 10 days the school registers the child as missing and appropriate agencies are contacted. The policy also states the procedures if a child goes missing during the school day.

Gilded Hollins is a school that has good communication links with families and leaders are proactive in ensuring the safety of all children in their care. Governors have to their best ability taken every step to ensure that the site is secure so that no child can leave the premises.

Pupil entry and exit during school day

Entry and exit procedures for pupils and visitors were changed to embrace safety in relation to COVID 19 restrictions. The school introduced staggered entry and exit times and safe distancing for both parents and children. Children were put into 'bubbles' to be taught and movement around school was limited and planned. Masks were enforced for parents whilst collecting children. These procedures were very effective and adhered to by all families. As the children returned to school for the start of the academic year 2021/22 these restrictions were lifted.

Senior Leaders and teachers welcome the children at the start of the school day.

Children in Year 6 are allowed to go home alone providing the parents have given written permission. It is the parents' responsibility to inform the school if their child is going to be collected by an adult other than the parent.

ZONE 2 Public in school

Procedures for visitors

Procedures are in place to ensure that all children are safe within the school and within the community. There is secure fencing around the school and the entry gate is controlled by the main office. The main entrance door is also controlled with a buzzer system that is managed by the Office Staff.

All visitors are required to report to the main office where they are asked to sign in and provide photo ID. If relevant, DBS checks are made and all visitors are provided with a visitor's badge on a colour coded lanyard which indicates whether the visitor has been DBS checked or not. Visitors who do not have a DBS are escorted by a member of staff at all times. All visitors are requested to read the Screening Document which outlines the school's safeguarding procedures and the expected code of conduct whilst on the premises. They are informed that by signing in they agree to this. Access to the school will not be allowed until this has been accepted by the visitor.

On entry visitors are requested to secure their mobile phone in a locker and are given the key to access their phone on exit.

During the lockdown periods no visitors were allowed on the premises.

Staff Supply Agencies forward DBS details and regular visitors including regular parent helpers have their DBS numbers logged on the SCR. Governors and senior staff are all DBS and 128 checked.

Staff are vigilant and challenge any unknown visitors requesting the reason for being in school.

Contractors/ External Agencies on site

All contractors/agency staff are required to report to the main office to sign in and show ID. It is a general policy that contractors are only on site outside school hours. However, if it is necessary for work to be completed in school hours or if children are on site, contractors are supervised at all times by the Site Manager or another member of staff. Risk Assessment for contractors on site are filed in the office. Contractors/agency staff on signing in are requested to read and agree to the Screening Document which advises on the schools Safeguarding Procedures and the expected visitor code of conduct whilst on the premises. Access to the school will only be allowed when this has been accepted as understood.

Regular contractors and agency staff have DBS checks logged on the SCR and a Third-Party File is kept containing information from the firm on the level of safeguarding checks completed on their staff.

Lone Working Policy

This policy ensures that any visitors who are working with children and not DBS checked are supervised at all times.

School staff or visitors working on a one to one with a child inform a member of staff who they are working with, when and where. It is in policy that safe practice must be adhered to at all times.

Home visits are completed by two adults.

The school policy also states that anyone working alone on the premises out of hours must inform a member of their family or a friend when they will be on site and when they will be leaving. It is required that premises are secure at all times.

All staff are aware of the procedures and have received a copy of the policy.

Staff badges

All staff have identification badges which they are required to wear at all times.

Safeguarding pupils is major priority at Gilded Hollins Primary School and all children are rigorously supervised by staff.

ZONE 3 In House

Single Central Record

The Single Central Record is in line with statutory requirements with all staff, governors, and regular visitor's details recorded and held in a secure file on the computer. This file has limited access. Governor statutory checks have all been completed.

Teachers, TAs HLTAs and regular visitors are DBS checked and have also had prohibition checks completed. Overseas checks and Right to Work in UK checks are up to date with 'Keeping Children Safe in Education'.

It is policy that DBS checks on staff and governors are regularly renewed.

SCR checks are carried out regularly and signed as seen by the Headteacher and the Safeguarding Governor. These checks are recorded.

Contractors and external agencies are logged on the SCR and this matches the information on the level of safety checks completed by the firm in the Third-Party File.

Safer Recruitment

Training for Safer Recruitment has been completed and is up to date. Training is renewed every 3 years. The statutory pre appointment checks are completed for each appointment. The most recent appointment evidences policy into practice. Documentation is securely filed.

Policy

Safeguarding Policies

All policies relating to safeguarding pupils are collated in a Safeguarding File. Child protection documents are securely stored.

All annual policies are signed off and dated at full Governors' Meetings. These include Safeguarding, Whistle blowing, Behaviour, Health and Safety, Anti bullying and SEN.

The Staff Handbook is detailed and clearly denotes expectations for all areas of safeguarding. It is distributed to staff who sign as received, read and understood.

The SMT ensure that all staff receive and sign as read the Safeguarding Policies on an annual basis. The following policies are clearly in place and in practice – evidenced in the verification process

- Induction Pack – contains all relevant safeguarding policies
- Allegations Policy - makes reference to staff safeguarding
- Whistle Blowing Policy is displayed around the school. This policy is reviewed annually and signed off as received and read by staff and governors.
- Health & Safety Policy – is reviewed annually and revised as and when required. It is ratified by the Governing Body.
- Behaviour and Anti Bullying Policies are in place. Bullying is recognised and addressed through the curriculum and the school expectations.
- Safeguarding, Disability and Equality Policy – in place and regularly reviewed.
- Safeguarding messages are displayed around school

E Safety

E- Safety Policy is clearly in place and evidenced in practice. All policies and procedures focus on raising awareness and ensuring that children and parents are fully informed of safe usage. Systems are secure and children are very aware of the safe procedures whilst online. Online access is stringently monitored. Mobile devices are security coded and staff passwords are changed regularly. Pupil devices are password protected.

The school ensures pupil and staff safety through the Acceptable Use Policies and Agreements which include online safety expectations plus the use of social networking and mobile phones and E watches.

Messages on keeping safe online are displayed around the school.

The Mobile Phone Policy states that staff are not allowed to use their personal mobile phones or E watches when students are around. Usage is restricted to the staffroom or off site. With reference to social networking sites, advice is given to staff on maintaining a professional stance at all times. School email addresses are password protected.

The ICT programme for teaching E Safety is progressive from Reception to Year 6.

The school council lead on talks and updates about how to keep safe online and this is shared with all children.

Advice for parents on E Safety at home is on the school website. Links are provided to direct parents to support agencies such as CEOPS and 'Think You Know' for additional advice.

Mobile Phone Policy (Pupils)

The Mobile Phone Policy states that pupil mobile phones are not allowed in school. If parents want their child to have their phone for safety reasons, they must be handed into the school office on entry.

Data Protection

The school has a strong infrastructure supported by an IT service provider. Access controls are encrypted on all mobile devices.

Data protection is a high priority for school leaders and monitoring is rigorous. It is expected that data protection is observed by all staff at all times. Technology resources are collected in regularly and checked against the Asset Management Register and for content. Mobile resources are secured at the end of each day.

The Photographic and Video Images Policy - Parents are requested to annually sign a photography consent form allowing their child to be photographed for school use only.

Parents are reminded at school performances that photographs/videos cannot be posted on social media sites. Parents are requested to sign an agreement on the above expectation during performances.

If a child is in the performance whose parents have requested no photographic images to be taken, parents are told that no videos or photographs will be allowed during the show. In this case they are allowed to take a photograph of their own child at the end of the show.

Pastoral Care

Due to the school's very good pastoral system children learn in a safe environment. Care and guidance are provided by the very experienced staff. The school sees positive self-esteem and emotional well-being as key to achieving academic success. In order to achieve this the school team work with identified children providing a personalised support programme. They also work in partnership on developing resilience, good social skills and attitudes and strengthening confidence.

The well-being area is a quiet and calm place where children can go if they wish to. Mental Health Champions also support children in the school.

Communication is the key to the school's pastoral care. Children know that staff are approachable and staff take the time to listen to children.

Health and Safety

The school's Health & Safety Policy is reviewed, revised and agreed annually by the staff and the Governing Body. Once agreed, all staff receive a copy. All relevant files and documentation relating to health and safety are kept secure.

The Headteacher reports on Health and Safety issues at termly Governors' Meetings for discussion.

Medical Care

Staff who have been trained in first aid have their qualifications clearly displayed as are points of access for first aid boxes, the Emergency Inhaler and Epi Pen and Defibrillator. First Aid boxes are checked regularly.

All staff are trained annually in allergy related response. Asthma training has also been completed by all staff.

The number of staff trained in first aid meets the statutory requirements for the number of persons in the school and SLT have completed risk assessments to ensure cover is always adequate.

Parents are required to complete and sign a medicine administration form if their child needs medication during school hours. The medication must have the pharmacy prescription label clearly displayed. Children with specific medical needs are clearly known to all staff. New staff as part of their induction are trained on supporting children with medical needs.

The school's policy is that staff administer medication/monitor self-administration of medication with a second witness. Checks are made with the child's name, dosage on parent's consent form and pharmacy label and all administration is signed off twice.

School staff who administer medication are trained in first aid. Pupil medication is in the Nurture Room and is individually stored with each child's details and parental consent forms. There is a designated fridge for medication and temperature checks are carried out regularly and logged. Controlled drugs are secured and easily accessible.

Parents sign as received any medication that needs to be returned at the end of the school day.

An emergency inhaler and an emergency epi pen are easily accessible. Staff are aware of the location of emergency medication and good communication links allow for speedy response if necessary. Parents have completed the required forms providing permission for administration of the above emergency medication. No medication is administered unless written parental permission has been given. Antibiotics are only administered if the prescription states a dosage of 4 times a day.

The school has an emergency plan in place detailing the procedures to be followed in the event of a critical incident. Evacuation procedures are in place also roles and responsibilities are clearly noted to ensure that functions are resumed as quickly as possible. Pupil and staff safety is paramount at all times.

Asthma Policy

All pupils diagnosed with asthma are known to staff. Records are kept of all pupils diagnosed and note the trigger/s for an attack.

Parents are also required to sign a consent form for administration of the Emergency Inhaler if their child has been diagnosed with asthma.

Office staff check the Emergency Inhalers and class teachers check the pupil inhalers each half term for prescription date and content. These checks are logged.

Asthma pumps are stored in the classroom cupboards and carried around school for continuous access for example during P.E. lessons, school trips etc

Information on how to respond quickly to an asthma attack is displayed in the staffroom.

Intimate Care

This detailed policy ensures the dignity and respect for all children. It states that two members of staff have to be assigned to support children with complex care needs. Staff supporting intimate care have to be DBS checked and an employer of the school.

Diet

Individual diet requirements are clearly noted and pupils are known to the whole staff.

Behaviour

Gilded Hollins has high behavioural expectations for all pupils and the school ethos evidences the belief that all staff have in the children. The policy is reviewed and revised regularly in consultation with staff, governors, parents and pupils in line with supporting teaching and learning and embedding whole school ownership.

Gilded Hollins is a 'listening school' and staff work in partnership to support children.

High behavioural expectation is embedded in the school ethos and is respected by all. Gilded Hollins School has introduced the 'Gilded Hollins Way' which has six expected qualities –

Perseverance	Honesty
Resilience	Kindness
Community spirit	Respect

Building positive relationships is the foundation of the school's warm and caring ethos.

The Gilded Hollins Way embraces consistency in modelling expectations through the curriculum and the behaviour of all staff and pupils. Children are rewarded for being caring and making good choices.

Rewards:

- Praise for choices
- Weekly Wonder certificate
- Magic 'S' token contributes towards individual/class tokens
- Super Class class awards
- Golden Time
- Stickers
- Sharing good work

Positive comments in School Planner

Seesaw – celebration of achievement shared with parents

In the event of a child displaying inappropriate behaviour the school has a stepped approach in policy which includes support for the child. For more challenging behaviour that presents as difficult or dangerous for the child or others, staff have been trained in Team Teach which includes appropriate de-escalation procedures and safe handling. The school policy states that only those members of staff who have completed this training can apply these strategies and in particular physical restraint.

The ‘Out of School Hours’ policy statement has been agreed by the Governing Body and it states that incidents outside school hours will be addressed through the school Behaviour Policy if the incident brings the ‘school name’ to disrepute. In the event of a cyberbullying incident, support links are provided for parents on the website and the school will support children and families with pastoral care.

The school’s Anti Bullying Policy recognises bullying and reflects on awareness, prevention and support. All stakeholders are expected to have ownership to this policy. An understanding of friendship is enthused throughout the school and children are encouraged to play co-operatively, have a caring attitude and help each other.

The school opens discussion on bullying through the curriculum, assembly themes, PHSE and RE.

All incidents of bullying are taken seriously by the school and support is provided for the victim and the child displaying the act of bullying.

Behaviour/positive attitudes to learning

Senior Management are responsible for monitoring pupils learning /attitudes to learning in relation to achievement. Leadership and management observations/learning walks evidence that pupils have positive attitudes to learning, are on task and know appropriate behaviours in different situations.

Conclusion

Children on interview were very positive about the school procedures to ensure they are safe in school. Comments included

‘Surroundings are safe and secure’

‘Lots of people in school who want to be your friend’

'Everyone is really nice in school'

'Teachers take good care of you'

'Lots of adults to tell if something goes wrong'

'Good education'

'Teachers care for you'

'Leadership and Management of Gilded Hollins Primary School are proactive in both Safeguarding Policy and Safeguarding Practice and are visionary in their belief that 'children feeling safe' has a positive impact on raising achievement. Safeguarding is therefore the heart of the school ethos.

Verification Judgement: Leadership and staff as part of the verification process have clearly evidenced outstanding policy and practice in all of the areas in the three safeguarding zones.

Evidence:

- **Safeguarding Evidence based on three zones-**
 - Zone 1 – taking children out of school**
 - Zone 2 – bringing the public into school**
 - Zone 3 – in house policies and procedures to ensure safety of pupils, staff, parents and visitors**
- **Policies**
- **Interviews with staff – cross section**
- **Interview with pupils – cross year groups**