**St Michael’s Catholic Grammar School Self Evaluation Development Plan**

**Safeguarding Arrangements[[1]](#footnote-1)**

**Reviewed on 20th October 2021 by the Ethos Committee**

**Reviewed on 25th May 2021 by the Ethos Committee.**

**Previously reviewed on 4th February 2021 by the Ethos Committee.**

**Previously reviewed on 22nd October 2020 by the Ethos Committee.**

RAG rating used:

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| 1. Leaders and governors fulfil statutory requirements, such as those for disability, safeguarding, recruitment and health and safety | **Strengths:**   * H+S Policy * Accessibility Plan * Safeguarding Policy * Equalities Policy * Recruitment policy * Allegations of Abuse against Staff * School Visitors * Children with Health Needs who cannot attend school * Supporting Students with Medical Conditions * Behaviour Principles Statement * Code of Conduct * Looked After Children * Lockdown Procedure * Anti-bullying * Student Attendance and Punctuality * Peer on peer abuse policy * Online safety policy   **Developments:** |
| 1. Child protection and staff behaviour policies and procedures are in place and regularly reviewed to keep all children and learners safe | **Strengths:**   * Safeguarding Policy distributed to staff and Governors every Sept. * Part 1 and Annex of Keeping Children Safe distributed Sept signatures are being collected and entered on MyConcern (Jo Sheehy) * Consultation with staff on the Code of Conduct took place between 6th and 18th March 2018, by means of email distribution and an invitation to raise concerns in a face-to-face meeting with governors on 18th March 2018. * Put a statement in Staff Code about declaring convictions/cautions since last DBS undertaken – completed for Sept 2019 * Staff Code of Conduct distributed and presented to staff Sept 2017, Sept 2018, Sept 2019, Sept 2020 and Dec 2020   **Developments:**   * In Dec 2020, alterations made to Code of Conduct – open to staff consultation (lifts and gifts). * Staff now asked to confirm that they have read Staff Code of Conduct and Safeguarding policy through MyConcern – started Jan 2021. * Need to emphasise how staff can escalate if they feel the school has not responded appropriately to a concern raised. * How can we get greater student input to PSHE policy? – we are inviting their input to the Peer on peer abuse policy. |
| 1. staff, leaders and managers recognise that children and young people are capable of abusing their peers and this risk is covered adequately in the child protection policy | **Strengths:**   * Managing Allegations against other Pupils Policy is now part of the Safeguarding policy adopted from Barnet, from Sept 2019.   **Developments:**   * Adopting a separate Peer on peer abuse policy and incorporating this into our Tutorial programme to highlight this issue post Ofsted review into Sexism and Sexual Harassment. |
| 1. The child protection policy reflects the additional barriers that exist when recognising the signs of abuse and neglect of children who have special educational needs and/or disabilities | **Strengths:**   * Students with SEN adequately covered in Safeguarding Policy * Ensure new SEN students are risk-assessed for Safeguarding on a case-by-case basis.   **Developments:** |
| 1. Children and learners feel safe | **Strengths:**   * Questionnaires for Parents distributed at parents evenings * Parents expressed desire for a secure gate – this has been implemented. * Y12 student raised a concern in Spring 2017 – school responded. * Parent questionnaire now has a safeguarding focus and feedback is very positive * All students of school questionnaire in Summer 2018 and Summer 2019 – said they feel safe. This will become a regular event in order to track opinions over time and through the school. * The gate has been improved, faster closing and CCTV installed. * Lockdown (i.e. Prevent) adopted in Spring 2020 – practice undertaken. * Sandra Teacher (22/1/20) identified that all students feel safe. * Ofsted Safeguarding Report (Dec 2020) said Safeguarding is effective and students feel there is someone they can talk to.   **Developments:**   * Need to practice lockdown (i.e. Prevent) for new and existing students. * Need to move parent questionnaire to virtual as there are no longer any live parents’ evenings. * Following an incident of harmful sexual behaviour, need to risk assess the victim and perpetrator and capture data to prevent repetition and identify trends. |
| 1. Staff, leaders, governors and volunteers receive appropriate training on safeguarding at induction, that is updated regularly. In addition, they receive information (for example, via emails, e-bulletins and newsletters) on safeguarding and child protection at least annually. They demonstrate knowledge of their responsibilities relating to the protection of children, young people and vulnerable adults | **Strengths:**   * Percentage of staff with current safeguarding training is 94% (May 2020) * Percentage of governors with current safeguarding training is 47% (May 2020) * All new staff receive a safeguarding induction (1-2-1) before joining school delivered by DSL. * All staff given safeguarding update by DSL, Sept 2020 * Training was arranged for Sat morning for governors – on 24th February 2018. * Face-to-face safeguarding training for all staff took place on 29th Oct 2018 * MyConcern data analysed to produce statistics on incidents of sexual abuse/harassment and referrals to external agencies.   **Developments:**   * Need for all SLT to become Level 3 Safeguarding trained. * MyConcern software implemented and SLT trained (Jan 2021), further experience required in order to become proficient. * All staff know about MyConcern system and have logins – in use Jan 2021. * Governors need a deeper understanding of LQBTQ+, Gender, Ethnic Minority and PP students. |
| 1. Staff are supported to have a good awareness of the signs that a child or learner is being neglected or abused, as described in ‘What to do if you’re worried a child is being abused’ | **Strengths:**   * Four categories of abuse described as part of update Sept 2019 (all staff and governors) * Posters to remind staff of categories of abuse in staffrooms (from Nov 2017) * Support staff need regular update – this started from Sep 2018   **Developments:** |
| 1. There is a designated senior member of staff in charge of safeguarding arrangements who has been trained to the appropriate level and understands their responsibilities relating to the protection of children, young people and vulnerable adults and the safeguarding of all learners. Designated members of staff undertake safeguarding training every two years and their knowledge and skills are refreshed at regular intervals, but at least annually. During term time, including during trips, the designated safeguarding lead or an appropriately trained deputy are available for staff to discuss safeguarding concerns | **Strengths:**   * DSL is Jo Sheehy (deputy head) * DSL last received training July 2019 * Deputy DSL is Rosalynne Wallis (Head of KS4) * Deputy DSL last received training Jan 2020 * DSL is Trips Coordinator and so is always available during all trips * DSL receives updates more than annually from Barnet and ASCL. * Number of current CP plans = 1 * Number of current CIN plans = 1 * Number of looked after children = 0 * Number of referrals since start of academic year = 4 * Number of referrals in 2020-21 = 8 * Number of referrals in 2019-20 = 6 * Number of referrals in 2018-19 = 0 * Number of referrals in 2017-18 = 2 * Number of referrals in 2016-17 = 4 * Sandra Teacher (22/1/20) identified strengths in DSL team.   **Developments:**   * All SLT to be trained in Safeguarding Level 3 by December 2021 * All students informed at start of lockdown about how to contact DSL – needs refresher, perhaps details on Google Classroom? |
| 1. The school identifies children or learners who may be at risk | **Strengths:**   * Biannually a student list is updated which includes students considered to be vulnerable (Sep/Jun). Following this, the school-employed school counsellor works with such identified students on an individual basis. * Any students who become vulnerable during the year are flagged up with staff at the briefing on Monday morning – and an email is sent out * Amount of counselling increased September 2020 – following national Covid Lockdown. * Additional Pastoral support – two temporary Student Support Assistants employed Jan 2021 for lockdown support of students.   **Developments:**   * School will highlight support for KS3 students especially to raise awareness (Jan 2021, advice sent home). * School advertising for an additional Student Support Assistant to work with Sixth Form students (Oct 2021) |
| 1. The school has clear policies and procedures for dealing with children and learners who go missing from education, particularly those who go missing on repeat occasions. Leaders, managers and staff are alert to signs that children and learners who are missing might be at risk of abuse or neglect. | **Strengths:**   * Registration and Attendance Policy adopted. * Pastoral Policy covers absence procedures and patterns of absence which may indicate safeguarding concern with action to alert the Head of Key Stage. * Procedure for parents to follow in case of absence is in diary, update given in case of Covld 19, Sept 2020 * Case study of long-term absent student.   **Developments:** |
| 1. Appropriate action is taken when children and learners stop attending the school or do not attend regularly, this includes informing the local authority when a pupil is going to be deleted from the register | **Strengths:**   * Registration and Attendance Policy adopted in Oct 2020 which covers what to do if a child goes missing from education. * Child missing from education covered in Safeguarding Policy – including contacting local authority. * Procedure for parents to follow in case of absence in homework diary.   **Developments:** |
| 1. Action is taken to ensure that children are taught about safeguarding risks, including online risks | **Strengths:**   * Y7 Citizenship: Digital Citizenship (online safety) (5 les) * Y7 Pastoral: Mobile phone addiction (2 les); Bullying/cyberbullying (2 les). * Y7 ICT: Social networks (1 les); Keeping data safe (1 les); email (1 les) * Y8 Pastoral: Cyberbullying (2 lessons) * Y8 ICT: Computer crime + Cyber security (5 les) * Y9 Pastoral: Social Media and Confidentiality (1 les) * Y10 Pastoral: Internet Safety (1 les); Internet Grooming (1 les) * Y10 Pastoral: Knife crime (1 less) * Y12 Tutorials on Stress, First Aid, Personal Safety (Police) * Y12 Half-day Drive Safe Conference * Y13 Tutorial on Stress and Wellbeing * Y12/13 Prevent assemblies (BR) * In addition, since September 2018 there has been an increased emphasis on wellbeing and mental health across the school including assemblies and tutorials, this includes surveys and action points from surveys.   **Developments:**   * Need to ensure Prevent is clearly evident in tutorial programme for all key stages – by July 2021 * Gaps in student understanding and knowledge by Sandra Teacher – to be introduced into pastoral programme. |
| 1. There is a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism | **Strengths:**   * Prevent is in appendix of Safeguarding Policy. * KS4 Tutorials (May 2017) in response to Manchester Terrorist incident – this is also true of other Terrorist events where school response is through one-off tutorials dealing with specific incident. * Sixth form Core RE covers conflict/human rights/extremism * Y12 Tutorial on Radicalisation * Prevent training for all teaching staff undertaken on 18th October 2017 * Need to put Prevent information on website – completed June 2019 * Need to construct a Prevent Curriculum map – will be done in 2018-19 – completed June 2019 * Prevent live and online training took place in Nov 2020 (Jasper Perryn)   **Developments:** |
| 1. The school takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic and racist language | **Strengths:**   * School Assemblies and Ethos promotes equality between all people. * School celebrates Black History week each year with assembly. * Equalities Policy January 2019 * Anti-bullying Policy (Feb 2020) cites racism as a bullying behaviour. * Case studies – sanction is fixed-term exclusion for racist language. * School is working with two former BAME students who are supporting us with the BLM agenda – they have met with SLT, students and governors   **Developments:**   * BLM developments: Amy and Nichol met curriculum leaders and discussed improvements to ensure curriculum is more inclusive (July 2021) – they will return before Christmas to talk to students to see if improvements have had the desired effect. |
| 1. Children and learners are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them | **Strengths:**   * Two Incidents of CSE acted upon by school in Autumn 2016 - students brought information to school illustrating communication of support (case studies) * Health and Wellbeing noticeboard has photographs of School Chaplain, DSL, Deputy DSL, school counsellors and learning mentor – noticeboard directs students to these staff and other outside agencies including Childline. * An online counselling service (promoted and paid for by Barnet) has been recommended to students via assembly and letters home – this service uses trained staff and parents have to give permission. Age-appropriate chat rooms are monitored. Promoted spring 2018. * Are students sufficiently aware of the risks listed here – update of Pastoral Curriculum in 2019-20 (along with RSE changes) will ensure further awareness raising.   **Developments:** |
| 1. Staff, leaders and managers understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, young people and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe | **Strengths:**   * Rules for responsible internet use for students and reply slip in Y7 Welcome Booklet. * Tutors deliver Pastoral programme and so are aware of what students are taught about keeping safe (see 1.12) * Case study – cyberbullying * Sandra Teachers (22/1/20) reported that students said no bullying.   **Developments:** |
| 1. Teachers understand their mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18 | **Strengths:**   * Duty in Safeguarding policy distributed to staff and teachers reminded of regulation Sept 2018. * Teachers reminded of their duty Sept 2018   **Developments:** |
| 1. Staff, leaders and managers oversee the safe use of electronic and social media by staff and learners and take action immediately if they are concerned about bullying or risky behaviours | **Strengths:**   * Staff Code of Conduct reviewed by Head in Sept 2017 – focus upon keeping personal data safe and not communicating with students through social media. * Staff Code of Conduct reviewed by Head in Sept 2018 – focus upon keeping professional distance between adults and students – what to do if found in same social situation. * Code of Conduct distributed to staff Sept 2018.   **Developments:** |
| 1. Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material | **Strengths:**   * Internet pages are filtered by the school’s ICT support provider. * Sandra Teacher identified that students need to know more about suitability of internet use – introduced in pastoral programme (June 2021)   **Developments:**   * School is adopting an online safety policy and getting all Sixth form to sign a new and more relevant computer use agreement (Oct 2021) |
| 1. Appropriate arrangements are made with regards to health and safety to protect staff and learners from harm | **Strengths:**   * H+S Audit by Site Controller and annual H+S walkabout as part of Buildings Governors’ Committee, annual in October. * Risk Assessments completed in May 2019. * All trips involve risk assessment incorporating safeguarding and prevent when appropriate. * Fire drill (Sep 2020) was highly effective and well-run. * H+S policy covers fire procedures –which clarifies temporary muster areas during building works. * Lockdown (i.e. Prevent) adopted in Spring 2020 – practice undertaken. * Ongoing Risk Assessment for Covid-19 repeatedly open to consultation and adjusted for changing circumstances – approved by Barnet LA.   **Developments:**   * Incorporate suggestions from Sandra Teachers’ visit: Need to Risk Assess the staff no-badge policy, educate them on legal age for smoking, bullying definitions, protected characteristics. |
| 1. The school’s premises provide a safe learning environment with secure access; visitors to the school are suitable and checked and monitored and volunteers who are not checked, are assessed in order to judge the level of supervision required. | **Strengths:**   * New electronic secure gate installed Spring 2017, during the day it is locked and visitors must be ‘buzzed in’ by office staff in order to gain access. * Visitors are signed in and must wear a bright yellow visitor badge. * All teachers told that visitors to school must be internet-searched before being invited in (October 2017 staff meeting) – this is part of the School Visitors’ policy adopted in Nov 2017, updated Dec 2019. * Path from gate to reception is now covered by CCTV. * Security line is the perimeter of site – better to have secure line on site so visitors to office do not have full access to school – reception moved to Grange and this has improved security (May 2021).   **Developments:**   * Consider electronic sign-in book (Nov 2021) * Flag up ‘tailgating’ to students – particularly Sixth Form. |
| 1. At least one person on any appointment panel has undertaken safer recruitment training | **Strengths:**   * At least one person on interview panel has safer recruitment training (MS 2013, JS 2016).   **Developments:**   * Recommendation to update MS training. |
| 1. Procedures in place to handle allegations against members of staff and volunteers. | **Strengths:**   * Procedures flowchart detailed in Safeguarding Policy and separate Managing Allegations against Staff policy adopted in Nov 2017.   **Developments:** |
| 1. A single central record is kept and includes all staff (including supply staff and teacher trainees on salaried routes) who work in the school. The following checks have been carried out or certificates obtained and the date on which each check was completed: an identity check, a barred list check, an enhanced DBS check/certificate, a prohibition from teaching check, further checks on people living or working outside the UK, a check of professional qualifications, a check to establish the person’s right to work in the UK. For supply staff, written confirmation has been received that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received. Where checks are carried out on volunteers, this is recorded on the single central record. | **Strengths:**   * All the fields listed are present on SCR. * Head and Chair of Governors check SCR each term and sign it as evidence, adding observations, Chair of Ethos checks annually. * Improvements to SCR suggested by Tony Lampert (Safeguarding, Barnet) have been implemented and he was invited in to evaluate the SCR during Spring 2018 and was highly complementary about its current state. * Governors have decided to move to renew all DBS checks within 3 years, this is a change in policy and will result in a large number of DBS checks now being considered ‘out of date’ – work on completing these is in process and is near completion – completed 2019 * Some gaps for references for some support staff – these are being followed up, many are now completed – completed 2019 * Adding list of who has signed for reading Safeguarding Policy – from September 2020   **Developments:**   * DBS requirement for families hosting foreign students – a major impact on the administration required of the office. |

1. The headings used in this document are based upon the content of “Inspecting safeguarding in early years, education and skills settings” (Ofsted, 2016): [https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/547326/Inspecting\_safeguarding\_in\_early\_years\_education\_and\_skills\_settings.doc](about:blank) accessed on 10th September 2017. [↑](#footnote-ref-1)