

**PEMBROKESHIRE COUNTY COUNCIL  
CYNGOR SIR BENFRO**



**SAFEGUARDING  
HEALTH CHECK  
PROTOCOL  
FOR SCHOOLS**

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Director for Children and Schools**

**December 2015**

**To be reviewed December 2017**

## Development of Safeguarding Health Checks

Reconstruct was commissioned by the Director for Children and Schools in February 2013 to develop a quality assurance framework for safeguarding children in schools in Pembrokeshire, following an inspection in 2011 which identified safeguarding concerns. Reconstruct developed a 'health check' tool with the local authority and a subsequent sustainable peer reviewer process to underpin this process for the future. The aim was to identify areas of good practice which could be applied across all schools in the area and to make any recommendations for action necessary to support and strengthen arrangements both within the local authority and schools.

The quality assurance framework highlights 5 areas which together make up a safe school and service:

- Culture, ethos and values
- Governance, leadership and management
- Policy, procedures and practice
- Pupil Voice

During 2013 all primary and secondary schools were visited by Reconstruct reviewers and action plans implemented. The aim of the visits was to provide external evaluation and to identify areas of good practice as well as areas for development and improvement. In May 2013 a Peer Reviewer programme was established and in September 2014 the safeguarding self audit tool was rolled out to all schools. A further cohort of peer reviewers (school based safeguarding leads and school improvement challenge advisors) were trained in 2015.

There is a plan to consider the future structure of Safeguarding Health Checks through the ERW collaboration.

## Level 1 Intervention - Wellbeing and Safeguarding Self Evaluation Toolkit

Self Evaluations should be undertaken by schools yearly using the Wellbeing and Safeguarding self evaluation toolkit for schools. An action plan should be formulated and these priority actions should be included in the school development plan. Self Evaluations need to be submitted to the school challenge advisor in the autumn term and discussed as part of the autumn core visits and school development plan process. The self evaluation toolkit is attached as Appendix 1.

Self Evaluations can be submitted in Welsh. All documentation is available in the medium of Welsh if requested.

The school is accountable for the information supplied in the self evaluation but evidence should be available at the request of the Challenge Advisor if there are any queries about the information supplied. The voice of the pupil should always form part of the self evaluation. The school will be responsible for developing and promptly responding to the actions and priorities identified to address the school recommendations. The action plan will need to be measurable with timescales given for actions to be completed and a named

person within the school with responsibility for ensuring actions are undertaken. The actions for the school should be incorporated into the school development plan.

The self evaluations will be held within the school and also held centrally within the local authority by the Principal Challenge Adviser and the Safeguarding in Education manager. School Challenge Advisors will quality check content before the evaluation is shared with the relevant Chair of Governors. Any subsequent concerns about an evaluation should be discussed with the Safeguarding in Education manager and any other relevant manager, i.e. the Local Authority Designated Officer (LADO).

Schools will be given a safeguarding status according to the Matrix criteria in Appendix 3. Status can be amended at any time during an academic year, this can be graded up or down depending on the situation which has presented. This is to ensure that schools are always accurately represented in the matrix in terms of safeguarding.

### **Level 2 Intervention – Concerns/Specific Issues**

If a concern about a self evaluation is identified, a follow up visit to the school will be undertaken by the Safeguarding in Education manager and a challenge advisor or manager to discuss follow up development work. This might include a partial health check review which may include issues such as:

- assistance with action planning,
- advice and support with processes or procedures,
- policy/guidance development
- training/peer mentoring

This Level 2 follow up visit will be fully discussed and planned with the school.

However, in some circumstances it may be felt that a full safeguarding health check may be required.

### **Level 3 - Full Safeguarding Health Checks**

A full safeguarding health check visit may be undertaken if significant safeguarding concerns are identified through the self evaluation process or during a level 2 intervention and can be implemented at any time through an academic year. All new Heads will receive a full Safeguarding Health Check during their first year.

Two peer reviewers will undertake this full safeguarding health check in pairs and produce a written report, action plan and recommendations. The Safeguarding in Education manager will be one of these peer reviewers. Either peer reviewer can take the Lead at the visit and can produce the report jointly. The school will be responsible for developing an action plan to address the school recommendations and Challenge Advisors will then review that action plan as part of the normal school visits to ensure any actions and recommendations are completed by the school. The action plan will need to be measurable with timescales given for actions to be completed and a named person within the school with responsibility for

ensuring actions are undertaken. The action plan will also be included in the school development plan.

Schools will be given the option of a visit to be carried out in the medium of Welsh. All documentation is available in the medium of Welsh if requested.

The Peer Reviewers will be the authors of the full Health Check reports but the Director for Children and Schools will have overall responsibility for the report. The report is a reflection of evidence taken at a point in time, i.e. a snapshot of evidence seen on the day of the visit by the peer reviewers.

Full safeguarding health check reports will be submitted to the Principal Challenge Adviser and Safeguarding in Education manager to quality check content before the report is shared with the relevant Headteacher and Chair of Governors.

Full safeguarding health checks should be undertaken within the school day, to include breakfast club observation and pupil participation. The length of time taken is dependent on the size of the school. Small primary schools should be a morning only visit and secondary schools would probably require a full day. The full school visits will follow the Safeguarding Review Evidence collection template which outlines the format for the visit attached as Appendix 2. There is some pre-preparation in terms of reading inspection reports, viewing school website etc. Handwritten notes taken during visits will be kept until the full report is agreed and then be destroyed.

### **School safeguarding Performance Status**

Schools will be given a safeguarding status according to the Matrix criteria in Appendix 3. Status can be amended at any time during an academic year to reflect changes in circumstances or events which highlight safeguarding issues or concerns. This is to ensure that schools are always accurately represented in the matrix in terms of safeguarding.

### **Peer Reviewers**

Peer reviewers will have the relevant safeguarding health check training and will meet at least once a year to share learning practices, identify areas for improvement and address any training needs. All Peer Reviewers need to have a valid DBS check.



## Pembrokeshire County Council

# Wellbeing and Safeguarding Self Evaluation Toolkit for schools

<b>School name:</b>	
<b>Date safeguarding audit completed:</b>	
<b>Signed Headteacher :</b>	
<b>Deputy Designated Teacher</b>	
<b>Designated Governor</b>	

**Section 1: P2 School safeguarding self audit:**

How well are we doing?  
How do we know?

**Section 2: P3 Identified Areas for development:**

How can we improve things for the future?

**Section 3: P4 Guidance notes for completion of self audit**

- P5 - Culture, Values and Ethos
- P6 - Governance and Leadership
- P7 – Policies, Procedures and Practice
- P8 – A Safer workforce
- P9 – Pupil Voice

## Section 1: School safeguarding self audit

How well are we doing?	How do we know? Evidence	School Judgement
<b>Culture, ethos &amp; values:</b>		e.g. EGAU
<b>Governance and Leadership:</b>		
<b>Policies, procedures and practice:</b>		
<b>A safer workforce:</b>		
<b>Pupil voice:</b>		

**Section 2: Identified areas for development:** How can we improve things for the future?

<b>Areas for consideration by the Local Authority:</b>
<b>Areas for consideration by the school/LA:</b>
<b>Areas for consideration by the school:</b>
<b>Issues raised by Pupils:</b>

**SAFEGUARDING ACTION PLAN**  
**(to be included and monitored as part of the school development plan)**

SCHOOL:

DATE:

	<b>Area for Consideration</b>	<b>Action</b>	<b>Responsibility</b>	<b>Evaluation of Progress</b>	<b>Completion Date</b>
By the Local Authority					
By the School/LA					
By the School					
By the Pupils					



## Section 4: Guidance notes for completion of self audit

In each section also consider issues raised externally, for example by:

- other professionals,
- the LA,
- parents,
- The school's pre Estyn evaluation
- Estyn inspection report

**Other useful reference documents:**

- A self evaluation manual for secondary schools – 2014
- Keeping Learners Safe – the role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 – January 2015
- Estyn website – examples of good safeguarding practice
- Preventing Extremism and Radicalisation policy

**Estyn Judgement tool:**

These are the descriptors for the judgements which schools should use to assess the quality of their evidence in each of the aspects of the Toolkit:

- **Excellent** – Many strengths, including significant examples of sector-leading practice
- **Good** – Many strengths and no important areas requiring significant improvement
- **Adequate** – Strengths outweigh areas for improvement
- **Unsatisfactory** – Important areas for improvement outweigh strengths

**See next pages for prompts and references for each section.**

## Culture, ethos and values: [guidance notes]

<b>What good looks like:</b>	<ul style="list-style-type: none"> <li>• All pupils feel happy, safe, valued and that there is a caring ethos in school.</li> <li>• Pupils feel that and listens to their views, and treats them fairly and equally.</li> <li>• Pupils behave in ways that are safe for themselves and others.</li> <li>• Parents are confident that their children are safe in school and that their wellbeing is promoted.</li> </ul> <p>[Reconstruct Quality Assurance Framework]</p>	
<b>Prompts from recent good practice in LA, other LAs and from Reconstruct safeguarding visits</b>	<ul style="list-style-type: none"> <li>• Is the school welcoming to all visitors?</li> <li>• Is the site secure? If not, are appropriate measures taken so that pupils are safe during the school day?</li> <li>• Is behaviour good in all areas of the school including lunchtimes and unsupervised areas? If there is challenging behaviour, is this well managed by staff?</li> <li>• Is there evidence in the school that safeguarding and well being has a high profile in the school?</li> <li>• How do staff communicate with pupils, both formally and informally during the school day?</li> <li>• Do staff and pupils take pride in the school environment?</li> <li>• How well does the school listen to the views of pupils, parents and carers?</li> </ul>	
<b>Other considerations:</b>	<ul style="list-style-type: none"> <li>• Has the school implemented Restorative Practice?</li> <li>• Does the school have a current e-Safety policy? How are the staff made aware of it?</li> <li>• Has your school undertaken the HWB 360 self-assessment?</li> <li>• How does the school use advocacy/participation?</li> <li>• How does the school participate in the Healthy Schools scheme?</li> <li>• Do you have a Health and Safety policy- how is this communicated to staff?</li> <li>• How has the school ensured that staff are aware of their responsibility in protecting students/pupils from radicalisation and involvement in terrorism?</li> <li>• Has the school completed their PREVENT self-assessment?</li> <li>• How site security is regularly monitored and reviewed?</li> <li>• Does the school have strategic equality plan?</li> </ul>	
<b>Estyn Framework:</b>	2.4.1	Ethos, quality and diversity
	2.3.3	Safeguarding arrangements
	1.2	Wellbeing
	1.2.1	Attitudes to keeping healthy and safe
	1.2.2	Participation and enjoyment in learning
	2.3.1	Provision for health and wellbeing.
	2.4.2	Physical Environment

## Governance and Leadership: [guidance notes]

<b>What good looks like:</b>	<p>What good looks like:</p> <ul style="list-style-type: none"> <li>• Children feel safe in school.</li> <li>• Headteachers and school governors understand their roles and responsibilities with regard to safeguarding, meet formally and regularly to discuss safeguarding matters, and are appropriately and regularly trained.</li> <li>• There are suitable mechanisms in place for regular formal reporting to the governors about safeguarding issues, actions taken or reviewing outcomes, together with enquiry and challenge from governors.</li> <li>• There are suitable mechanisms in place for regular feedback to parents at whole school as well as individual pupil level.</li> </ul> <p>[Reconstruct Quality Assurance Framework]</p>																						
<b>Prompts from recent good practice in LA, other LAs and from Reconstruct safeguarding visits</b>	<ul style="list-style-type: none"> <li>• To what extent do governors rely on the Headteacher for information?</li> <li>• Do governors have sufficient knowledge to question and challenge safeguarding provision in the school?</li> <li>• When did Governors last question in depth a safeguarding issue presented at a governors’ meeting?</li> <li>• What do school audits show – how does your school compare with others for example with number of CP referrals or low level concerns?</li> <li>• How has the school used the ‘Health Check’ recommendations to improve safeguarding or support others in improving their provision?</li> <li>• Are all relevant safeguarding policies in place and in line with most recent LA guidance? Is there a safeguarding policy checklist in place?</li> </ul>																						
<b>Other considerations:</b>	<ul style="list-style-type: none"> <li>• How does the role of you Designated Senior Person impact of the safeguarding in the school?</li> <li>• How does your Governing body provide challenge to the school?</li> <li>• How does the school link with external support for the school and what part do they play in safeguarding i.e. the Pupil Support Officer?</li> <li>• How does the school regularly review and monitor its safeguarding performance?</li> <li>• How does the school identify and support the safeguarding of the vulnerable groups, i.e. LAC, SEN etc?</li> <li>•</li> </ul>																						
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## Policies, procedures and practice: [guidance notes]

<b>What good looks like:</b>	<ul style="list-style-type: none"> <li>• Pupils feel safe and have a range of staff they can go to when they have concerns</li> <li>• Parents are fully informed and updated on safeguarding policy and practice.</li> <li>• Pupils and staff understand and can clearly articulate school safeguarding policies, including child protection</li> </ul> <p>[Reconstruct Quality Assurance Framework]</p>																
<b>Prompts from recent good practice in LA, other LAs and from Reconstruct safeguarding visits</b>	<ul style="list-style-type: none"> <li>• Do all staff (including part time, support staff, breakfast club, lunch break staff etc) know where to find the safeguarding policy? Are they confident in understanding its contents?</li> <li>• Are safeguarding policies accessible and clearly organised for staff?</li> <li>• Does the school give all different staff groups sufficient updates and in-house training throughout the school year?</li> <li>• How robust is your low level concern system? What are its potential weak spots?</li> </ul>																
<b>Other considerations:</b>	<ul style="list-style-type: none"> <li>• How do you monitor and review the quality of their child protection referrals?</li> <li>• How robust are your record keeping protocols, are all policies and guidance up to date and available for all staff to access?</li> <li>• Do you seek local authority advice and support and how useful/robust is that?</li> <li>• How do you manage the allegations process, are staff aware of the allegations procedure in the school?</li> <li>• Do you link with the Local Authority Designated Officer? Do you know if there are themes for your school and how do you communicate safer working practice to staff</li> <li>• Do you accurately record bullying or protected characteristic incidents in the school and how do you manage incidents?</li> </ul>																
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## A safer workforce: [guidance notes]

<b>What good looks like:</b>	<ul style="list-style-type: none"> <li>• Children and parents say that the work of the professionals has improved their wellbeing.</li> <li>• Staff and governors understand their role and responsibilities in safeguarding children. [Reconstruct Quality Assurance Framework]</li> </ul>	
<b>Prompts from recent good practice in LA, other LAs and from Reconstruct safeguarding visits</b>	<ul style="list-style-type: none"> <li>• What has the impact of safeguarding training been on staff?</li> <li>• Are there some staff/groups of staff where it has had less impact?</li> <li>• Would every member of staff feel confident and know how to share a concern about a colleague?</li> <li>• What are the challenges for part time staff, lunch break staff, supply teachers, and breakfast club staff? Do they have equal understanding of their role and responsibilities in safeguarding children?</li> <li>• Does the school have a procedure for recording any low level concerns about staff?</li> <li>• Does the website raise the profile of safeguarding?</li> <li>• Is there a central register that records the safeguarding training that all staff have undertaken, including updates?</li> <li>• How often is safeguarding a regular staff meeting agenda item?</li> <li>• How has the school used the Safer Recruitment training to improve recruitment processes?</li> </ul>	
<b>Other considerations:</b>	<ul style="list-style-type: none"> <li>• How do you keep your safeguarding training records for all staff, how do review when training is due, including governor training?</li> <li>• Do you have safe recruitment procedures, how is this evidenced?</li> </ul>	
<b>Estyn Framework:</b>	2.3.3	Safeguarding Arrangements
	3.4.1	Management of staff and resources

## Pupil Voice: [guidance notes]

<b>What good looks like:</b>	<ul style="list-style-type: none"> <li>• All pupils feel happy, safe, valued and that there is a caring ethos in school.</li> <li>• Pupils feel that the school encourages and listens to their views, and treats them fairly and equally.</li> <li>• Pupils behave in ways that are safe for themselves and others.</li> <li>• Parents are confident that their children are safe in school and that their wellbeing is promoted.</li> </ul> <p>[Reconstruct Quality Assurance Framework]</p>										
<b>Prompts from recent good practice in LA, other LAs and from Reconstruct safeguarding visits</b>	<ul style="list-style-type: none"> <li>• How do you hear the voice of difficult to reach parents?</li> <li>• Are all pupils' voices heard – e.g. second language, SEN, quiet pupils?</li> <li>• Are there sufficient strategies and processes in place so pupils have a choice of ways of sharing their comments and concerns with staff?</li> <li>• Would all pupils who make a complaint/comment be believed?</li> <li>• Are there places in school where pupils feel less safe?</li> <li>• How rich is the safeguarding curriculum for pupils?</li> <li>• How involved are the pupils with the activities of the JLSCB?</li> </ul>										
<b>Other considerations:</b>	<ul style="list-style-type: none"> <li>• Are your pupils aware of the work of the Junior Local safeguarding Board, <i>'The Safeguardians'</i> and how do you ensure they are aware of the work it is implementing?</li> <li>• How do ensure your pupils have a voice in the school and how is this evidenced?</li> <li>• How do you know your pupils feel safe in school and their views on whether there is any bullying within the school?</li> </ul>										
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### Safeguarding Review - Evidence collection

School	.
Headteacher	
Address	
Telephone	
Email	
Designated CP Lead	
Designated CP Deputy	
Designated Governor	
Date/Time/Duration of visit & feedback	
Date written feedback sent	
Peer Reviewers	

*Confidential*

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## Outline plan of the Safeguarding Visit

**Focus of the visit:** To provide an external health check on school safeguarding arrangements

**Methodology:** Each visit will involve speaking to lead staff and governors, formal and informal interviews with pupils and reviewing safeguarding records.

**Timings:** The suggested timings are as a guide only and will be discussed further during the telephone call. They represent approximately the maximum for a primary school and the minimum for a secondary school.

Task	Focus	Staff/students involved	Duration
<b>Introductions and Joint interview with Lead staff</b> (those with significant responsibility for Safeguarding)	Introduction <ul style="list-style-type: none"> <li>• Meet Headteacher and key staff as appropriate</li> <li>• Introduce supportive model for safeguarding health check</li> <li>• Opportunity to discuss the programme and how it can support the school.</li> </ul> STRATEGIC AND OPERATIONAL OVERVIEW OF SAFEGUARDING POLICY AND PRACTICE	Headteacher, Designated Teacher for Child Protection, and Designated Governor if possible	40 mins <i>Ideally first item of visit</i>
<b>Walk of the school</b>	ETHOS and SAFE ENVIRONMENT (consultants happy to attend assembly or any other key events during the visit)	Staff or student guide	15 -30 mins
<b>Conversation with mixed staff group</b> (those with day to day responsibility for Safeguarding)	DAY TO DAY MANAGEMENT OF SAFEGUARDING	e.g. Year head, lunch break staff, teacher, tutor, admin staff, teaching assistant as available (maximum number 4-6)	30 mins
<b>Pupil focus group</b> (short questionnaire/discussion)	HOW SAFE DO PUPILS FEEL IN SCHOOL? <b>It is important that this is a random cross section of pupils.</b> <b>Please note secondary pupils will need a pen/pencil to complete a short questionnaire</b>	<ul style="list-style-type: none"> <li>• 6-10 maximum secondary</li> <li>• 6 maximum for primary.</li> <li>• Separate KS groups</li> <li>• In an open location/with open door</li> </ul>	30 mins per group
<b>Documentation review</b>	DOCUMENTATION REVIEW – hard/soft copies <ul style="list-style-type: none"> <li>• Copies of all safeguarding policies – e.g. child protection, safeguarding, bullying List of staff (including appointment dates) from which we can select a small sample of files for HR/safeguarding audit</li> <li>• Safeguarding record keeping for various levels of concern for children and staff</li> <li>• Discussion about how child protection files are stored and managed</li> <li>• Sample of risk assessments</li> <li>• Sight of attendance records and follow up procedures</li> </ul>	A member of staff available to talk through the documentation as applicable	30 mins
<b>Informal</b>	<ul style="list-style-type: none"> <li>• Time spent talking to pupils at break/lunchtime informally about how safe and how supported they feel in school.</li> <li>• Informal conversations with staff in the school building about safeguarding.</li> </ul>	Pupils/staff as available	Minimum 15 mins
<b>Reflection time</b>	REFLECTION/NOTES/QUESTIONS <ul style="list-style-type: none"> <li>• Consultants reflect on initial findings</li> </ul>	A quiet space/room would be appreciated	20 mins
<b>Verbal feedback and sharing of outcomes</b>	VERBAL FEEDBACK - Shared discussion on findings <ul style="list-style-type: none"> <li>• Identifying areas of effective practice</li> <li>• Agreeing any areas for further development and support from the LA</li> </ul>	Head and other relevant staff	30 mins

## ETHOS, CULTURE AND VALUES: Summary sheet

<b>School Ethos:</b> <ul style="list-style-type: none"> <li>• Welcome, atmosphere, community feel</li> <li>• Do the buildings and resources reflect a strong safeguarding culture?</li> <li>• Clean, open, clear signage for visitors</li> <li>• Does the school provide pupil guides for the tour and what messages do they convey about the ethos?</li> </ul>	<b>Relationships:</b> <ul style="list-style-type: none"> <li>• Staff - pupil/staff - pupil</li> <li>• Are staff friendly and positive about the school?</li> <li>• Are they observant when on duty and speaking to pupils?</li> <li>• Do pupils speak with confidence about the school?</li> </ul>
<b>Communication:</b> <ul style="list-style-type: none"> <li>• Ethos across the school</li> <li>• Level of care for each student</li> <li>• Quality of communication</li> <li>• Quality of safeguarding information displays throughout the school.</li> </ul>	<b>Website:</b> <ul style="list-style-type: none"> <li>• Quality and accessibility of school website information</li> <li>• Is the wellbeing of the pupils evident from website content?</li> <li>• Is there safeguarding information for parents and carers?</li> </ul>
<b>Site security:</b> <ul style="list-style-type: none"> <li>• Visitor access</li> <li>• Signing in</li> <li>• ID</li> <li>• site security</li> <li>• Secure reception arrangements</li> </ul>	<b>Site:</b> <ul style="list-style-type: none"> <li>• Quality of environment/ quality of pupil displays</li> <li>• buildings</li> <li>• toilets</li> <li>• outside spaces</li> <li>• pride in environment/building e.g. tidiness, litter/graffiti (secondary)</li> </ul>
<b>Behaviour:</b> <ul style="list-style-type: none"> <li>• In classrooms.....less supervised areas?.....playground?..... Timeout strategies/Areas.....</li> </ul>	
<b>STRENGTHS:</b>	<b>AREAS TO CONSIDER:</b>

LEADERSHIP & GOVERNANCE: **Joint interview with Lead staff** (those with significant responsibility for Safeguarding)

<b>Overview:</b>	NOR:	Attendance:	%	FSM:	%	CP:	LAC:	Vulnerable groups:	Allegations vs staff:
What is the safeguarding context of your school?									
How robust do you feel safeguarding is in your school? What are your strengths and your biggest concerns?									
<b>CP concerns:</b>									
How are staff, pupils and parents made aware of safeguarding policy and procedures?								Where can information be found?	
How are pupils and staff who have concerns encouraged to come forward?									
What is your school's process if a child protection disclosure is made? How is it monitored and recorded? Give an example									
What happens if there is a 'low level' concern? What action would you take? How would you record it?									
<b>Training:</b>									
Training: Tell me about training for all levels of staff. How is it recorded?									
<b>Working with other agencies:</b>									
How do you work with other agencies with regard to child protection concerns? Where as a Headteacher could you go for support? Do you?									
Quality of LA support? Quality of S Services support? Confident will get a consistent and helpful response?									
<b>Wider safeguarding areas – i.e. protection of pupils in your care</b>									
What practices and procedures does the school use to support poor attendance?									
How is challenging behaviour managed? Physical restraints – timeout/extremism?									
Do you have extensive extracurricular activities or off site provision? If so what measures do you take to ensure effective safeguarding?									
<b>Information/education of pupils about safeguarding issues</b>									
PSE curriculum? Does it include CSE/Domestic Abuse/Healthy Relationships etc. Staff training on PREVENT/WRAP – Has school undertaken PREVENT self-assessment?									
eSafety? Has school undertaken 360° eSafety assessment?									
<b>Governance :</b>									
How do you report CP/safeguarding issues to governors?									
How often is safeguarding discussed at Governors meetings? How do you monitor and review safeguarding arrangements? Regular agenda item?									
What is the Governor/School relationship? Give an example of how you challenge about safeguarding.									
<b>Staffing/Safer Recruitment:</b>									
How as Governors do you ensure that there are safer recruitment procedures in place?									
What is your school's process if an allegation is made against a member of staff? How is it monitored and recorded?								And a low level concern?	
What procedures does the school have for handling allegations of abuse against its staff including the Headteacher?								Risk assessments for these staff??	
<i>Use of/knowledge of Guidance for Safer Working Practice for Adults who Work with Children and Young People - DCSF?</i>									
<b>STRENGTHS:</b>					<b>AREAS TO CONSIDER:</b>				

POLICIES & PRACTICE: **Conversation with mixed staff group** (those with day to day responsibility for safeguarding)

<b>Overview:</b>	
Introduce your role and share the strengths of this school.....are there any aspects where you feel it could improve?.	
What is safeguarding??? What does safeguarding mean to you?	
<b>CP concerns:</b>	
How does this school make sure every child is cared for and any concerns picked up early?	
What do you look out for when you think a pupil may be having some difficulties?	
What does your school do to encourage staff, pupils and parents with concerns to come forward? Has a parent ever brought a concern to you and how did you deal with it?	
Can you talk me through what you would do if a pupil makes a disclosure? What would happen in your school? Do you get any feedback? Any support?	
What happens if there is a 'low level' concern? What action would you take? How would you record it?	
How are you and all the staff made aware of:	
<ul style="list-style-type: none"> <li>• child protection policy and procedures</li> <li>• other safeguarding policies including behaviour, use of time out, use of physical restraint</li> </ul>	
<b>Wider safeguarding areas – i.e. protection of pupils in your care</b>	
What happens when a pupil is absent?	
What happens when a pupil's behaviour deteriorates or is challenging or extreme?	
How are risk assessments used?	
How do you support and protect young people with social media/facebook issues? eSafety curriculum??	
<b>Staffing/Safer Recruitment:</b>	
If you were concerned about the professional conduct of a member of staff/ Head/ Governor, what would be your best way of handling it? How confident would you be in doing this?	
What safeguarding training have you had and when? Quality?	
Can you talk me through the induction process	
<b>STRENGTHS:</b>	<b>AREAS TO CONSIDER:</b>

**POLICIES & PRACTICE: Documentation Review - Policy Checklist**

<i>Documentation/relevant policy</i>	<i>Uses LA policy</i>	<i>Policy date</i>	<i>Date policy due for review</i>	<i>Notes</i>
Safeguarding policy/ Child Protection				
E-safety (360° school self-assessment)				
Behaviour				
Use of Time Out/Use of Physical Restraint				
Anti bullying <u>including</u> Cyber Bullying				
Absence/Attendance policy				
Inclusion/SEN				
Meeting needs of children with medical conditions				
Health and safety				
Equality and Diversity				
Safer recruitment				
Professional Conduct/Communication Protocols for staff				
Dealing with allegations of professional abuse				
Whistle blowing				
Guidance for Safer Working Practice for Adults who Work with Children and Young People - <i>DCSF</i>				
Other – PREVENT/360° overview report				

**POLICIES & PRACTICE: Summary sheet - Documentation Review**

The school has a child protection policy and procedures that are in accordance with local authority guidance and locally agreed inter-agency procedures. The policy includes how to deal with professional allegations	
The child protection policy is up to date and reviewed regularly. It includes the name of the designated responsible, designated governors and contact numbers for relevant agencies.	
The school records information relating to child protection concerns clearly and accurately sharing it appropriately both internally and with other agencies.	
The school has an appropriate behaviour policy including use of 'time out' and physical restraint. Restraint records are in place (as appropriate).	
The school has undertaken the 360° school assessment and has policies to cover a wide range of safeguarding issues including e-safety	
A single Central Register in relation to staff is in place which is deemed good practice by Estyn.	
Safe recruitment and DBS checks are carried out in line with Welsh Government Guidance	
There is a clear reporting system for safeguarding concerns and accurate records kept.	
Risk assessments are in place to improve safeguarding where appropriate e.g. off site activities, for individual students	
Child protection training for staff is in place and an up to date record kept.	
Attendance records/procedures demonstrate that pupil absence is followed up effectively	
<b>STRENGTHS:</b>	<b>AREAS TO CONSIDER:</b>

POLICIES & PRACTICE: **Child protection and risk assessment documentation checklist**

Discuss storage & organisation of <u>CP files</u> to check that the following is in place:	In place	Notes
• Locked file		
• Secure electronic files		
• List of students on CP register		
• Evidence of chronologies		
• In pupil files evidence of strategy meeting minutes		
• Minutes to reflect action and monitoring		
• Check referrals to agencies evident and their presence at meetings		
<b>Check that <u>risk assessments</u> are in place for safeguarding issues/concerns, i.e. for:</b>		
• offsite activities;		
• pupils with behaviour difficulties/		
• medical needs		
• staff risk assessments		
• staff awaiting CRB clearance.		
<b>STRENGTHS:</b>	<b>AREAS TO CONSIDER:</b>	

## A SAFER WORKFORCE:- HR management, recruitment and vetting procedures

<b>Do staff files/central records show a summary of:</b>	<b>SCR or central file</b> that shows evidence of:	View a sample of <b>staff files, chosen at random</b> (temp /perm/teaching/non- teaching) to check this is replicated in files
<ul style="list-style-type: none"> <li>name, address, D.O.B., name of person verifying this and date verified;</li> </ul>		
<ul style="list-style-type: none"> <li>record of qualifications legally required, person verifying, signature and date of verification;</li> </ul>		
<ul style="list-style-type: none"> <li>record of List 99 check for those in post pre-March 2002;</li> </ul>		
<ul style="list-style-type: none"> <li>enhanced CRB disclosure for those employed post 2002, date of check and who undertook it; (DBS from Jan 13)</li> </ul>		
<ul style="list-style-type: none"> <li>Right to Work in the UK, Overseas Criminal record check, date of check and who carried it out.</li> </ul>		
<ul style="list-style-type: none"> <li>Checks on all others who have regular contact (volunteers, governors working as volunteers, people providing additional instruction – e.g. 1:1 tuition, regular contact on 3 or more occasions in 30 days).</li> </ul>		
<ul style="list-style-type: none"> <li>Checks on all staff employed as supply staff, whether directly by school or through an agency which confirms CRB.</li> </ul>		
<ul style="list-style-type: none"> <li>CP training records</li> </ul>		
<ul style="list-style-type: none"> <li>Safer Recruitment training record</li> </ul>		
<ul style="list-style-type: none"> <li>Any records of allegations of professional abuse</li> </ul>		
<ul style="list-style-type: none"> <li>Staff training records in place</li> </ul>		
<b>STRENGTHS:</b>	<b>AREAS TO CONSIDER:</b>	



**PUPIL VOICE: Questionnaire for secondary pupils**

Thank you for meeting with us today. You have been chosen to give us your views which will help us tell the school what they are doing well and also give your ideas on things that can be improved. Please complete the questionnaire below as and say whether you generally agree (A) or disagree (D) with each statement.

Year	Boy/Girl	
Statements	Agree/ Disagree	Additional comments following discussion
I am usually happy at school		
My parents are happy with the school		
Pupils at the school care for one another		
All of the staff, teachers and non teachers are usually helpful and friendly		
The school helps me to be proud of who I am		
My school listens to the views of pupils		
Pupils who have special needs receive extra help and support		
My school helps new pupils to settle in well		
I am treated fairly by members of staff at the school		
At this school pupils are not teased because they are different		
I usually feel safe when I am at school		
I feel safe on my journey to and from school		
There is a good level of discipline and behaviour both in and out of lessons		
I understand the behaviour policy and the sanctions and rewards given		
The school ensures that attendance is good		
The school buildings and equipment are clean, safe and secure		
At school I have been taught how to use the internet safely		
There are staff I can go to if I have a problem or concern		
There are staff I can go to if I was worried about a friend		
Most of the staff would listen carefully if I went to them with a problem		
I have not been bullied by other students recently		
If I told a teacher I was being bullied it would be stopped		
If pupils deliberately miss lessons they would probably be caught and disciplined		
If my parents had to complain the school would take action to put things right		
What are the best things about your school? What would you like to see improved?		

**PUPIL VOICE: Questionnaire/discussion guidance with Primary pupils**

	<b>Group 1:</b>	<b>Year group</b>	<b>Girl/boy</b>	<b>Group 2:</b>	<b>Year group</b>	<b>Girl/boy</b>
What are the best bits about your school?						
Are there any parts you would like to improve?						
What are the teachers like?						
What do your parents think about your school?						
Do you feel safe in school? What about eSafety?						
<ul style="list-style-type: none"> <li>• and in the playground?</li> </ul>						
<ul style="list-style-type: none"> <li>• and walking home?</li> </ul>						
<ul style="list-style-type: none"> <li>• With teachers and other staff?</li> </ul>						
If you hurt yourself, are you well cared for?						
If you are upset, are you well cared for?						
If you are worried about something, is there someone you can talk to in school? How good are adults at listening?						
What happens in your school when someone doesn't behave very well?						
If there is any bullying, is it sorted out quickly? How is it sorted out? (check definition of bullying)						
Do you think everyone is happy at school? Would you recommend it to other people?						

PUPIL VOICE: **Summary sheet** (Summary from discussion, interviews and questionnaires)

<b>TOTAL NUMBER OF PUPILS INTEVIEWED:</b>		formally:	informally:
What do pupils feel are the best things about school?			
Pupils feel happy, valued and that there is a caring ethos in school.			
Pupils feel that the school encourages and listens to their views.			
Pupils feel that the school encourages and listens to the views of their parents/guardians			
Pupils feel that they are treated fairly and equally by staff.			
Pupils feel safe in school, and on their journey to and from school. They feel the school buildings are clean, safe and secure, including toilets			
Pupils know that if their parents complained the school would take action.			
Pupils feel behaviour is good and that challenging behaviour is dealt with effectively.			
Pupils feel that attendance and punctuality are good and that the school deals swiftly with issues			
Pupils feel the bullying is rare and that issues are always acted on.			
Pupils are taught how to be safe within the curriculum and this includes e-safety, awareness of bullying, PSHE etc			
All pupils questioned know who to go to if they have a problem or concern about themselves, other pupils, a member of staff. They feel confident they will be listened to by staff.			
Other comments/ issues arising from discussion following completion of questionnaire.			
<b>STRENGTHS:</b>		<b>AREAS TO CONSIDER:</b>	

## Verbal feedback record sheet

<b>Emerging strengths and best practice observed</b>	<b>Agreed areas for future development/support</b>
<p data-bbox="94 244 360 272"><b>Culture, ethos &amp; values:</b></p> <p data-bbox="94 507 405 536"><b>Governance and Leadership</b></p> <p data-bbox="94 735 459 764"><b>Policies, procedures and practice</b></p> <p data-bbox="94 999 293 1027"><b>A safer workforce</b></p> <p data-bbox="94 1195 219 1224"><b>Pupil voice</b></p>	<p data-bbox="1200 244 1720 272"><b>Areas for consideration by the Local Authority:</b></p> <p data-bbox="1200 440 1659 469"><b>Areas for consideration by the school/LA:</b></p> <p data-bbox="1200 703 1621 732"><b>Areas for consideration by the school:</b></p> <p data-bbox="1200 999 1458 1027"><b>Issues raised by Pupils:</b></p>

## Example Safeguarding Health Check School Report

<b>School:</b>	<b>Head Teacher:</b>
<b>School Type:</b>	<b>Designated CP Lead:</b>
<b>Date and Time of Visit:</b>	<b>Deputy CP Lead:</b>
<b>Visiting Consultant/s:</b>	<b>Designated Governor:</b>

**Summary:** Thank you to the Head, governor, staff and pupils who welcomed the visit. The visit included formal discussions with various groups and in addition consultant was able to observe the school in a less structured way with a visit to the breakfast club, a tour of the school and being able to mingle with staff and pupils at break and lunchtime.

*The following report represents a snapshot of evidence seen on the day of the visit.*

Emerging strengths and best practice observed	Agreed areas for future development/support
<p><b>Culture, ethos and values:</b></p> <ul style="list-style-type: none"> <li>• A culture of celebration was noted and a caring ethos between pupils.</li> <li>• There is every indication that the leadership is value driven</li> <li>• The environment and classrooms are colourful and child friendly.</li> </ul> <p><b>Governance leadership and management:</b></p> <ul style="list-style-type: none"> <li>• There is a designated officer and governor for child protection who take a lead role in ensuring good safeguarding practice.</li> <li>• The Head Teacher gave example where she actively seeks support from the Local Authority and outside agencies.</li> <li>• We were informed that Safeguarding is discussed termly at governors’ meetings. There is weekly communication between the Head Teacher and Chair of Governors and between the Head Teacher and staff.</li> <li>• The Head Teacher has had higher level CP training.</li> </ul> <p><b>Policies and practice:</b></p> <ul style="list-style-type: none"> <li>• There are a range of safeguarding policies and a number of strategies in place to seek the views of learners and parents.</li> <li>• CP and LAC documentation is stored securely.</li> <li>• Systems are in place to report and record incidents.</li> </ul>	<p><b>Areas for consideration by the Local Authority:</b></p> <ul style="list-style-type: none"> <li>• The lead governor suggested that specific training on dealing with professional allegations would be beneficial</li> </ul> <p><b>Areas for consideration by the school/LA:</b></p> <ul style="list-style-type: none"> <li>• It would be helpful to request from LA a model Intimate Care Policy.</li> <li>• Safer recruitment and HR practices are needed in line with LA model policies. An audit of HR files would be a good starting point.</li> <li>• The site presents a number of challenges in terms of safeguarding and school would welcome support from LA in reviewing the risks and planning improvements.</li> </ul> <p><b>Areas for consideration by the school:</b></p> <ul style="list-style-type: none"> <li>• To review the school’s anti-bullying policy and practice.</li> <li>• Policies need to be dated and ratified by full governing body. Staff need to be more aware and confident to articulate policy and practice. The safeguarding/CP policy is a priority in this context.</li> <li>• To evaluation the school’s process for identifying and recording low level concerns in a systematic way across the complex school site.</li> </ul>

**A safe workforce:**

- The school is endeavouring to follow county guidelines with regard to safe staff recruitment.
- All staff are trained at Tier 1 level and relevant staff have Tier 2 training

**Pupils' voice:** x pupils from across the school were interviewed and the consultant spoke to x other pupils throughout the visit. The comments below summarise their views:

- Pupils say most children are happy at school
- They said that one of the best things about the school were the staff who they describe as good and friendly.
- Most pupils had someone they would talk to if they were worried in school
- Pupils' response to bullying was variable
- Pupils say they feel safe in school and on the way to and from school.

**Issues raised by the pupils:**

- The quality of supervision on the playground and in the classroom may need further attention.

**Signed :**

*May 2013*

**Copies to: L.A. Headteacher and Chair of Governors**

## Safeguarding Health Check School Report Template

<b>School:</b>	<b>Head Teacher:</b>
<b>School Type:</b>	<b>Designated CP Lead:</b>
<b>Date and Time of Visit:</b>	<b>Deputy CP Lead:</b>
<b>Visiting Consultant/s:</b>	<b>Designated Governor:</b>

**Summary:** Thank you to the Head, governor, staff and pupils who welcomed the visit. The visit included formal discussions with various groups and in addition consultant was able to observe the school in a less structured way with a visit to the breakfast club, a tour of the school and being able to mingle with staff and pupils at break and lunchtime.

*The following report represents a snapshot of evidence seen on the day of the visit.*

<b>Emerging strengths and best practice observed</b>	<b>Agreed areas for future development/support</b>
<p><b>Culture, ethos and values:</b></p> <p><b>Governance leadership and management:</b></p> <p><b>Policies and practice:</b></p> <p><b>A safe workforce:</b></p> <p><b>Pupils' voice:</b> 12 pupils from across the school were interviewed and the consultant spoke to 10 other pupils throughout the visit. The comments below summarise their views:</p>	<p><b>Areas for consideration by the Local Authority:</b></p> <p><b>Areas for consideration by the school/LA:</b></p> <p><b>Areas for consideration by the school:</b></p> <p><b>Issues raised by the pupils:</b></p>

**Signed:** *May 2013*

**Copies to: L.A. Headteacher and Chair of Governors**

## Suggested introductory email

Dear **Headteacher's name**

Following the recent call you have received about Pembrokeshire County Council's schools safeguarding health checks, I am writing to introduce myself in readiness for the visit to your school on **DATE**. I will be joined by my colleague **NAME**

**INSERT IF APPLICABLE** On this occasion we will also be accompanied by **NAME** who is a consultant supporting Pembrokeshire in developing this initiative.

I attach a programme for the visit. The thought is that you would appreciate having time to look at these before we talk together, as then you will have a chance to shape the arrangements to suit your school. It is good to have a telephone discussion about how the visit will work, as it is really important that you are happy with the arrangements and that they fit around your school day.

I will give you a call on **DATE/TIME** or if you prefer, you can ring me on the number below. I look forward to talking with you and visiting your school.

Kind regards

**Peer Reviewers Name**

**Role**

**Telephone Number**



## Notes to support the initial phone call with the Headteacher

Firstly, reassure Head that the visit aims to be supportive and developmental to both the school and the LA. It is about looking forward to the future. The aim of the phone call is to respond to any questions the Head may have and to ensure that the following points are highlighted from the programme.

### General points

- Ensure the timetable allows for the peer reviewers to talk to pupils and staff out of lesson time e.g. breakfast club, break or lunch. In general the activities can happen in any order to suit the school day.
- Reviewers would appreciate a tour of the school site.
- Please could the Head let staff know of impending visit and that reviewers may bump into them and have a chat.
- Need a room/space where reviewers can gather thoughts prior to feedback.

<p><b>Joint interview with lead staff for safeguarding</b></p> <ul style="list-style-type: none"> <li>• This works well at the beginning of the visit, but can be adjusted to suit the timetable</li> <li>• It is very useful for the Safeguarding Governor to be available. If this proves difficult you may be able to shift around the timetable or speak to the governor on the telephone either during or after the visit.</li> <li>• Reviewers will ask about the Digital learning and 360° eSafety school assessment and PREVENT</li> </ul>	<p><b>Pupil focus group</b></p> <ul style="list-style-type: none"> <li>• School to set up group/s.</li> <li>• It is appreciated if the selection is 'randomised' e.g. first half of alphabet, cross section of pupils, vulnerable pupils if appropriate, mixed age and gender. Best to avoid school council if possible.</li> <li>• Good to split into separate groups at the primary phase – for example KS2 and KS1 groups.</li> <li>• Staff attendance in groups not necessary</li> <li>• Venue/room in an open location/door e.g. library</li> </ul>
<p><b>Joint conversation with mixed staff group (those with day to day responsibility for safeguarding)</b></p> <ul style="list-style-type: none"> <li>• Group to comprise of teaching, TAs and lunch break staff if possible.</li> </ul>	<p><b>Documentation review</b></p> <ul style="list-style-type: none"> <li>• It would help if the school have the range of documentation available relating to safeguarding.</li> <li>• Explain that you are looking at how CP records are kept and not at individual files</li> <li>• Useful also to have relevant staff available if you have questions e.g. Bursar, CP lead</li> </ul>
<p><b>Reflection time</b></p> <p>Ask to build in time during the day so that you can have a reflect/review time with your peer review partner. You will also need time at the end of the day, prior to giving the verbal feedback.</p>	<p><b>Verbal feedback</b></p> <ul style="list-style-type: none"> <li>• This will be given at the end of the day and will form the basis of the report.</li> </ul>

**Finally, if they are able to email the programme to you ahead of the visit, that would be helpful.**

**Appendix 3 Pembrokeshire Safeguarding Performance Matrix**

	<b>Criteria</b>	<b>Action</b>
	<p><b><u>Urgent Need for Improvement.</u></b> Major Shortcomings in Compliance with ESTYN guidance and Local Authority expectations regarding Safeguarding.</p> <p><b><u>Possible issues</u></b></p> <ul style="list-style-type: none"> <li>• Policies and procedures not in place</li> <li>• Concern expressed by learners such as bullying and concerns not acted upon by school .</li> <li>• Incomplete HR files and recruitment procedures in place.</li> <li>• Leadership not proactive in undertaking work on action points from safeguarding reviews or Estyn recommendations.</li> <li>• Leadership persistently fails to address minor compliance issues.</li> <li>• Serious individual child protection issue managed inappropriately by school leadership.</li> <li>• Persistently fails to engage in statutory, nationally and locally, child protection processes.</li> </ul>	<ul style="list-style-type: none"> <li>• To closely monitor/manage action plan preparation and completion.</li> <li>• To prepare a progress report on completion of actions from Peer Review School Visit for the Director of Children and Schools, Challenge Advisor and Safeguarding in Education manager</li> <li>• Statutory Intervention (See Regional Support and Intervention Model).</li> </ul> <p><b>School will receive 5 days support from LA for 1 term</b></p>
	<p><b><u>Improving/Issues still to be addressed</u></b> Specific compliance issues regarding Local Authority Guidance that require some development work.</p> <p><b><u>Possible issues</u></b></p> <ul style="list-style-type: none"> <li>• Poor management and recording systems for low level concerns</li> <li>• Poor/inconsistent behaviour management strategies</li> <li>• Specific concern by the pupils regarding care and support</li> <li>• Minor Site security and signage issues</li> <li>• Action plans not completed within agreed timelines</li> </ul>	<ul style="list-style-type: none"> <li>• To monitor action plan completion</li> <li>• To share best practice examples to aid action plan completion and promote best practice.</li> <li>• To inform Challenge Advisor, Safeguarding in Education manager and peer reviewer that actions have been completed to a satisfactory level.</li> </ul> <p><b>School will receive 3 days support from LA for 1 term</b></p>
	<p><b><u>Satisfactory/Estyn Compliant</u></b> Improving practice with only minor suggestions on specific issues around continuing to improve Safeguarding.</p> <p><b><u>Possible Examples:</u></b></p> <ul style="list-style-type: none"> <li>• All staff proactive approach to safeguarding</li> <li>• All children reporting they feel safe and included in the school</li> <li>• Appropriate signing in and on site checks</li> <li>• Action planning being undertaken</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge Advisor to monitor action plan completion</li> <li>• Challenge Advisor to continue dialogue with school around continuous improvement</li> </ul> <p><b>School will receive 2 days support from LA for 1 term</b></p>
	<p><b><u>Good/Best practice</u></b> Examples of outstanding and innovative practice with no suggestions for improving safeguarding.</p> <p><b><u>Possible Examples:</u></b></p> <ul style="list-style-type: none"> <li>• Best practice example of Values Education underpinning the whole school ethos</li> <li>• Pupil voice prominent in all aspects of school business</li> </ul> <p>Staff developing/agreeing a written code of conduct for all staff</p>	<ul style="list-style-type: none"> <li>• To continue dialogue with school around continuous improvement</li> <li>• To share outstanding and innovative practice with other schools</li> </ul> <p><b>Access to support if an identified need arises</b></p>