| Safeguarding Review Report | |
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| Name of school | Glyne Gap |
| Date of visit | 10th July 2024 |
| Reviewers | Dion Page Hammond & Vicky Rowe |

| School Data | | | | |
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| Overall attendance | 88.99% | | Children on a Child Protection Plan | 3 |
| Persistent absence | 41 pupils | | Children on a Child in Need Plan | 2 |
| Severe absence | 2 pupils | | Children on Early Help | 0 |
| Children attending AP | 0 | | Looked After Children | 12 |

**What this report tells you**

- For the sake of brevity this report will not explicitly reference every detail of every process observed or discussed within the review.
- There are eleven discrete areas looked at within the review (13 where a school has EYFS or Alternative Provision) and for each one this report provides an impact statement.
- The eleven areas are: leadership and management (including Alternative Provision, where applicable), physical environment, first aid and medical, preventative curriculum, pupil voice, attendance, bullying/behaviour, welfare concerns, staff training, safer recruitment, managing allegations and EYFS/school run nursery, where applicable.
- In addition to the eleven impact statements, with a clear focus on school improvement, this report also lists areas for development (where they exist) identified by the school and/or within the review.
- Where any area for development requires expediting, as it is either creating risk for children or leaving the school non-compliant with statutory guidance, then it will feature in the priority action table on the following page.
- School leaders should set the timescale for any area for development listed in the rest of the report.

**Parameters of this Review**

This review took place at the main school site, at School Place, Hastings Road, only. The Faculty, at Bexhill College, was not visited, as this element of the school is scheduled to be relocated at the end of Term 6. In that respect, any observations about the physical environment noted within this report relate only to the main site.

**Review Outcome**

- The school have accurately self-assessed their safeguarding practice and there are no areas for priority action.

| 1. Leadership & Management |
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**Impact**
Clear and effective leadership from the SLT supports an authentic whole school approach to safeguarding.  Safeguarding Leads work collaboratively to ensure that systems and approaches to welfare, behaviour, attendance and health are aligned and coherent.  Clearly defined roles and days of responsibility ensure that staff have direction and time ringfenced for their safeguarding roles, as well as broader school roles.  Supervision of DSLs supports reflection on cases as well as staff wellbeing.  Scrutiny, support and challenge around practice is provided by governors to ensure that safeguarding continues to be at the forefront of school practice.

| 2. Practical Implementation |
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**PHYSICAL ENVIRONMENT**
**Impact**
The school site has a continuous perimeter and a controlled entry point for visitors, mitigating unauthorised entry to the school site.  An additional gate has been installed within the pedestrian access walkway, to create an 'airlock' area, to further mitigate unauthorised entry and egress.  The start and end of the school day are incredibly well managed.  The transport vehicles move around the car park with caution and precision and the movement of children was calm and supportive.

**FIRST AID AND MEDICAL**
**Impact**
The arrangements for supporting students with medical conditions and first aid are meticulously thought through.   Relevant details are captured within planning documents, but these are presented simply so that staff can quickly read and understand what needs to be done on a day-to-day basis as well as within an emergency.  Systems and processes create a number of points within practice where staff are required to record the completion of routine interventions and other staff are required to check that these actions have happened, thus reducing the risk of errors.  School leaders acknowledge though that with so many interventions being completed that there may be times when errors are made.  Systems are in place to review such errors and training will be provided to mitigate further incidence of these.

The broader health and wellbeing of children, along with an effective interface between the school, Health and parents is supported through monthly Paediatric clinics held at the school, which through the course of the year cycle through all children.  Plans were intimated to extend this offer to include a monthly Bowel and Bladder clinic next year.  Established processes with Health teams supports the ongoing training and awareness of staff.  This in turn supports the culture at the school of: if parents can care for their children and engage in medical procedures, then so too can staff.

**Areas for Development**
The following development point relates to statement 14 within the Practical Implementation section of the audit:
- Label the keys for the medical cabinets in classrooms, so that if the keys become lost/found they can be easily identified.

**PREVENTATIVE CURRICULUM**
**Impact**
The Personal Development curriculum supports children to achieve two or three individually identified goals, including a 'super goal', which may arc over an extended period of time. Progress towards goals is captured within 'zigzag books' which are an important visual record of achievements which are used to celebrate successes with students, parents and staff. Termly 'liaison meetings' are when relevant staff come together to review more formally the progress of students, to reflect upon goals and to adjust provision as necessary.

The curriculum offer around online safety is proportionate to the level of need of the children: the majority of children do not have unsupervised access to digital devices due to their learning difficulties and this creates an immediate control measure. There are some older students, in the Faculty, who are more able though and the school supports them to use technology safely, such as having a mobile phone when they are independently travelling.

Online safety is an area of practice which school leaders want to develop further, notably the offer of support to parents, so that they are better placed to keep their children safe when using devices at home.

**Areas for Development**
The following development points relate to statement 27 within the Practical Implementation section of the audit:
- The school website provides signposting for parents to a number of different sources of support with online safety. Consider rationalising this to make it more accessible.
- School leaders intimated creating more opportunities to provide parents with hands on support with setting controls etc on digital devices. Consider whether a parent survey could be completed to inform possible targeting around this intervention.

## 3. Responding to Concerns

**PUPIL VOICE**
**Impact**
The sample of pupil voice gathered during the review demonstrates children's positive attitudes about school, that school is a safe place and adults in the school are there to help them, and their understanding of risks they may face and ways to respond to keep themselves safe.

**ATTENDANCE**
**Impact**
The school has robust processes in place for the recording and monitoring of attendance, which is triangulated with safeguarding and medical. When attendance is identified as dropping the school has processes in place, to understand the reason for the decline, such as medical, and actively seeks the support of other services. The school has attendance plans in place for pupils who have been identified as having low attendance due to medical needs, these plans include reintegration back into school.

**BULLYING/BEHAVIOUR**
**Impact**
There are no reports of bullying however, the school analyses all behaviours to ensure that if bullying is identified appropriate interventions would be actioned. Pupils have Individual Pupil Arrangement (IPA) plans in place. Each plan is bespoke to the pupil and includes long medium and short-term goals.  Plans include individual information on use of physical intervention and injury prevention.

**Areas for Development**
The following development points relate to statement 20 within the Responding to Concerns section of the audit:
- Ensure that the review date on IPAs is specific to enable accountability and to be able to track when the plan has been updated or amended. Consider adding this to the end of the document.

**WELFARE CONCERNS**
**Impact**
The school has continued to develop their systems and processes allowing the DSL team to robustly monitor the welfare of pupils holistically and to triangulate data from a range of sources, meaning they can respond to concerns in a timely way. Safeguarding records provide a clear summary of concerns, details of how concerns have been followed up and resolved, and as a result, records support staff to ensure children receive the right help at the right time to address safeguarding issues, prevent risks escalating and to promote children's welfare. The DSL incorporates reflective learning into the analysis of safeguarding concerns, and any lessons learnt.

**Areas for Development**
The following development points relate to statement 14 within the Responding to Concerns section of the audit:
- When using the screening tool to assess incidents of HSB this should be clearly noted in records along with the RAG rating of the incident.

## 4.  Workforce & Volunteers

**STAFF TRAINING**
**Impact**
Staff requiring training for specific roles, such as DSLs and those involved in first aid and the administration of medicines/procedures have completed relevant training and can evidence this through valid certificates.  Staff spoken with during the review demonstrated knowledge and understanding of safeguarding, the local context and in school processes.

The induction for new staff includes an initial input of safeguarding, with further training and support provided over an extended period of probation which is monitored and assessed through the Appointment Support and Evaluation process.

Training and update briefings for all staff are provided throughout the year.  As well as scheduled input, additional training, responsive to practice/events at the time is also provided.  An example

of this is where there was a brief prevalence of a few adults being injured by a few children, notably being kicked in the face, and this was down to how adults were positioning themselves when tying children's shoelaces: training was provided to remind staff of how to complete such tasks without placing themselves at risk.

**SAFER RECRUITMENT**
**Impact**
The principles of safer recruitment are well understood, and this is reflected in the SCR, which is a well-managed document.

**Areas for Development**
The following development points relate to statement 8 within the Workforce and Volunteers section of the audit:

- Discussion was had about how best to reflect on the SCR the paperwork held for a minority of staff who were recruited a long time ago. A possibility is to request that they bring in new documents to corroborate their identity.
- One entry on the SCR cited a document which may not be proof of right to work, so this should be explored and amended where necessary.
- Ensure that the documents used to verify people's identity are consistently being copied and kept in personnel files.

**MANAGING ALLEGATIONS**
**Impact**
In their discussion with the reviewer, the Headteacher demonstrated that allegations against staff will be taken seriously and processed with consideration to statutory guidance, such as contacting the LADO.

## 5. EYFS and Nursery

**Impact**
Nursery and Reception provision meets the safeguarding needs of learners. The EYFS Leader understands her role in supporting children and their parents in their understanding of safeguarding. Senior leaders are highly knowledgeable around EYFS practice, and they work closely with the team to ensure that good attendance habits, as well as learning behaviours begin in the nursery. The DSL has oversight of safeguarding concerns for their children in the nursery. Children learn about being and keeping healthy through the PHSE curriculum adapted according for their needs.

**Policy Review**

- Safeguarding and child protection policy
- Prevent policy and risk assessment
- Anti-bullying policy
- Supporting students with medical needs policy
- Behaviour policy
- Online safety policy
- Staff code of conduct
- Attendance Policy

- Safer recruitment/recruitment and selection policy
- Complaints policy/procedure

## Activities undertaken within this review

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

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

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

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

## Documents seen

- Safeguarding and child protection policy – curriculum guidance 2(CG2).
  - Policy is not dated, although some appendices have been updated in September 2023.

- Prevent risk assessment
  - Completed in May 24, with proportionate responses.

- Attendance Policy, May 2024.
  - Comprehensive policy, clear guidance.
  - Does not specifically refer to TASS or L2 referral for Severe Absence.

- Supporting students with medical needs policy
  - Comprehensive policy, clear guidance.
  - Could not see a review date on the document.

- Supporting Positive Attitudes and Good Behaviour policy (including anti-bullying). October 2023.
  - Clear process for staff and parents, aligns with the IPAs.
  - Refer to restrictive physical intervention.
  - Refers to bullying and Child on Child abuse.

- Online safety policy, July 2023, due for renewal.
  - Previous version of ESCC model policy, adapted to the school.
  - The policy is due for renewal, and as such it is recommended to use the new updated policy from ESCC, which will be available at the end of July 24.

- Staff Behaviour Policy/Code of Conduct Policy, July 2024
  - ESCC model policy adapted to the school, links with other policies and the Staff Handbook.
  - Code of Conduct Agreement. September 2022. Confirms staff have read and understood Staff Behaviour and School Values.

- Complaints Policy, May 2024.
  - Clear processes for complaints and the school's response to them.

## School personnel seen within the review

- Kirsty Prawanna: Headteacher
- Jayne Gosling: Designated Safeguarding Lead (DSL).
- Barbara Clarke: Assistant Headteacher & Deputy DSL (DDSL).
- Sarah Tidmarsh: EYFS Teacher & DDSL
- Faye Fernandes: DDSL.
- Mary King: Senior Teacher, Head of Nursery
- Debbie Clark: Medical Lead
- Jo Douch: Class Teacher
- Nikita Kent: Teaching Assistant
- Bev Smart: Business Manager
- Mike Sellens: Site Manager
- Elizabeth Lawrence: Safeguarding Governor

## School Personnel present at feedback

- Kirsty Prawanna: Headteacher
- Jayne Gosling: Designated Safeguarding Lead (DSL).

## School comment

The review day was a supportive process and affirming of good practice. It helped to highlight areas/opportunities for further development. My next steps are to create an action plan and present this to Governors next term. Jayne Gosling DSL

## Governor comment