

Excellence in Safeguarding Award
Audit of the Safeguarding Procedures
Woodlands Academy
Date of audit: 20th April 2022
Consultant: Peter Bailey



This safeguarding review was carried out by Incyte International Ltd. The review is based on the latest version of KCSIE Safeguarding requirements, Working Together to Safeguard Children and The Prevent Duty for schools and childcare providers. It also takes account of the Ofsted guidance on Inspecting Safeguarding in early years, education and skills settings published in 2019.

Summary

The purpose of this review is to look at the impact of the academy's safeguarding procedures and the actions taken by leaders to ensure that children are safe in the academy. Amongst other aspects it will be looking to see how the academy implements their safeguarding and child protection policy which they are required to display on their website. The review has been carried out to provide a specialist opinion and so help the academy improve safeguarding procedures, address issues raised in the latest Ofsted Report (November 2021) and review progress and impact of the academy's Statement of Action and Support Plan. It draws upon published guidance but also reflects judgements made in recent Ofsted reports.

The reviewer met with:

- Director of School Support and Growth (Trust Support)
- The Headteacher (Currently completing DSL training)
- The DSL
- Senior leadership team
- Attendance support co-ordinator - Dep. DSL.
- Attendance lead - deputy DSL
- Behaviour lead
- PHSE lead
- Computing lead/ e-safety
- Educational visits co-ordinator
- A cross section of students from across the age range.
- A group of staff.

The reviewer completed a learning walk around the academy and observed students' entry to and from the academy at the start and end of the academy day. Breaktime and lunch time were also observed.

Overview

The academy has gone through an unsettled period, with a high level of staff turnover, which adversely impacted on behaviour and safeguarding. The academy was judged as inadequate at its previous Ofsted inspection (November 2021), with safeguarding arrangements being considered "not effective" and having "too many weaknesses that leave students potentially unsafe".

The recently appointed headteacher and the newly formed SLT display a relentless drive to address the issues in the Ofsted report. In a relatively short space of time, the academy has made significant progress since the Ofsted inspection in relation to safeguarding and has established a calm purposeful environment in which students can thrive.

The newly appointed DSL and the academy staff are totally committed to ensuring the safety and well-being of all within the academy and have an excellent understanding of their roles and responsibilities. All in the academy are aware that safeguarding is everyone's responsibility and there is a strong sense of teamwork across all of the staff to establish an environment that is safe and where staff and students are aware of how to stay safe and what to do if something goes wrong. All staff attend briefing meetings at the beginning of the academy day and de-briefing at the end of the academy day which ensure all concerns are fully discussed and shared amongst the staff on a daily basis. Staff morale is high.

The students spoke positively about the changes and how much safer they felt.

The academy leaders and Trust have rightly prioritised establishing a stable, safe and secure environment in which the students' well-being is paramount, and they have achieved this. The challenge is to sustain this drive and ensure the full implementation of the statement of action and support plan to ensure that the wider safeguarding agenda is fully embedded within the academy.

The academy is extremely well supported by an ambitious and knowledgeable Trust.

Scoring

3	Needs urgent action. Not meeting requirements
2	Mostly meets requirements but still some significant recommendations
1	High standard with possibly only one or two recommendations

0	Not checked or not applicable
	Actions from the previous audit (if appropriate) will be noted and commented on in terms of improvement.

A. What do staff know about safeguarding and how regular is staff (not just teachers) training?	Grade
Evaluation	2
<ul style="list-style-type: none"> • There has been a large turnover of staff at Woodlands over the last term and it is essential that all members of staff receive comprehensive safeguarding training on entry into the school and annually and complete the National Online Training (Educare). • All new staff to the academy receive safeguarding training as part of their Induction Day process and further, more in depth training over the next six months. • Training is updated on an annual basis. All training undertaken is recorded in staff files. However, looking at the training records some staff who have recently joined the academy have not yet had their training. • The recent training reflected the key changes in Keeping Children Safe in Education 2021. All staff have read Part 1 and Annex A and this is duly recorded by the academy. Staff were conversant with the changes and spoke knowledgeably about different types of abuse in particular peer on peer abuse, online abuse and sexual harassment. They were very clear in stating that they would not hesitate to challenge any behaviour that they judged to be inappropriate. • The academy's stance on social media is rigorous. All staff were very clear on the advantages and disadvantages of social media and the impact that mobile devices, Facebook, and other social media sites can have, both in a positive and negative way. All agreed it was a growing concern and that staff had to be vigilant. Mobile phones are allowed only for year 11 students and their use is closely monitored. If a request for a pupil to bring a mobile phone into the academy is agreed, this is handed into the office on arrival. • A wide range of policies, procedures and training make sure staff are well informed and well prepared to ensure that the students are safe while in their care. • All staff have completed the Prevent and Channel training and indicated a good understanding of the content. Woodlands has a predominantly white, working-class pupil population. They are well aware of the possible issues concerning radicalisation. • The staff were clear about the mandatory duty to report any concerns of FGM and were alert to possible indicators as to FGM taking place. • They were well aware of the impact of their behaviour within the safeguarding agenda and the importance of being seen as good role models. This aspect is clearly detailed in the staff code of conduct, which they have read and signed. The staff were familiar with the Whistleblowing Policy and indicated that they would not hesitate to raise their concerns if they had any suspicions regarding the behaviour of other staff members. • As all students within the academy have EHC plans, the staff clearly recognised the benefits of the Early Help process and spoke of interventions that they had used when working with vulnerable students, to address safeguarding concerns. • As there have been substantial changes within the safeguarding team, staff were not aware of the specific roles and safeguarding responsibilities with the safeguarding team. 	

Key Recommendations	Response and by whom (for school response)	By when (for school response)	Complete
Essential <ul style="list-style-type: none"> Identify the specific areas of responsibilities within the safeguarding team. Display these specific roles as a front sheet in the academy's Safeguarding Policy. As there has been an extremely high number of new staff appointed, ensure that all training records are regularly updated. 			
B. The Leadership of Safeguarding			Grade
Evaluation			1
<ul style="list-style-type: none"> The leadership of safeguarding in the academy has been substantially reviewed. The DSL took up her post in January. She is extremely knowledgeable, experienced and totally committed to ensuring that safeguarding is paramount in the academy. The safeguarding team comprises of a team of five members of staff. The team has 2 members that have completed the DSL training and the headteacher is currently undergoing the DSL training. The safeguarding team also receive ongoing support from the Trust's Director of Safeguarding and Wellbeing. Good levels of communication within the team are essential, and the team keep in close contact daily. The DSL's office is sited at the heart of the academy. The academy adopts a collegiate approach to safeguarding and it is seen as everyone's responsibility. There is a whole academy approach to the safeguarding agenda and the safeguarding team ensures that the systems and protocols within the academy are child-centred. The members of staff on the leadership team are displayed in the reception area and are clearly visible to visitors to the academy. The academy's student catchment is extremely wide and it clearly recognises the importance of having a good knowledge and understanding of local issues relating to safeguarding and has worked tirelessly to build positive relationships with parents and carers. 			
Key Recommendations	Response and by whom	By when	Complete
Best Practice <ul style="list-style-type: none"> Continue to work as a team to share expertise and further enhance the quality of the safeguarding provision in the academy. 			

C. Are sufficient time and resources allocated so that the DSL can discharge the safeguarding duties?			Grade
Evaluation			1
<ul style="list-style-type: none"> The DSL does not have a teaching commitment and feels that currently she has sufficient time to effectively discharge her safeguarding duties within the academy. The additional support from the Trust's Director of Safeguarding and Wellbeing and members of the safeguarding team have been extremely valuable as the recently appointed DSL settles into her role. 			
Key Recommendations	Response and by whom	By when	Complete
Best Practice <ul style="list-style-type: none"> Maintain the Trust's input and support during this academic year. 			
D. The effectiveness of links with Multi agencies in particular, children's services			Grade
Evaluation			1
<ul style="list-style-type: none"> As all students have an EHC plan, the academy has developed excellent working relationships with external agencies which support students across the academy age range. Links with multi-agencies are extensive, well documented in the case studies reviewed and their positive impact on student outcomes is clearly evident. The safeguarding team is very clear about the three statutory partners they have to liaise with: police, health and social services, and work closely with them. They understand what information can be shared with these groups and that data protection does not apply except when it would not be in the student's best interest. The safeguarding team works well with the statutory partners they liaise with on safeguarding issues – the police, health and social services and have developed good lines of communication with all three. The academy links with Operation Encompass in association with social services and the police in raising awareness of any issues or concerns within their local community. 			

Key Recommendations	Response and by whom	By when	Complete
<ul style="list-style-type: none"> None. 			
E. The Effectiveness of Governance			Grade
Evaluation			2
<ul style="list-style-type: none"> The governance of the academy, the local school board, is currently being reviewed and as such there is not a safeguarding governor in place. However, the Trust is carrying out this role in the interim period and holds the academy to account for all safeguarding arrangements. Safeguarding is on the agenda for every meeting. 			
Key Recommendations	Response and by whom	By when	
Essential <ul style="list-style-type: none"> Continue the review of the governance structure of the academy and appoint a safeguarding governor to externally monitor the safeguarding provision within the academy. Ensure that the DSL submits a safeguarding report. 			
F. The quality of the child protection files?			Grade
Evaluation			1
<ul style="list-style-type: none"> The child protection files are kept both electronically, using SchoolPod, and duplicated in written form in each student's files. The files seen were of a high quality. They clearly showed the sequence of events from initial concerns to actions and outcomes. All electronically stored files are backed up and protected by the academy's filtering system and fire walls. 			

<ul style="list-style-type: none"> All correspondence with external agencies is included in the student's files. All meetings with representatives from social services and other support agencies are included in the files and evidence the commitment of the DSL and academy safeguarding team in ensuring the best outcomes regarding the students' safety and well-being. SchoolPod files are reviewed by the safeguarding team at their weekly safeguarding meetings in order to update and share information on individuals, note any trends and patterns in referrals and inform of any training needs. Staff training has been given to ensure high quality of the recording and documenting of safeguarding issues and concerns are achieved. The handwritten files are stored in a lockable cupboard in the DSL's office, which is locked when the DSL is out of the room. Access to SchoolPod files is limited to the appropriate safeguarding personnel to ensure confidentiality is maintained. The files are monitored regularly by the DSL and safeguarding governor. 			
Key Recommendations	Response and by whom	By when	Complete
Best practice <ul style="list-style-type: none"> Decide as to whether to use the electronic or paper copy files in order to avoid duplication and save time. Ensure that the safeguarding governor monitors the quality of the students' files taking over from the Trust monitoring. 			
G. What training/guidance is given to staff when they have to work with vulnerable students?			Grade
Evaluation			1
<ul style="list-style-type: none"> As Woodlands is an SEMH school all staff receive specific training annually on working with vulnerable students. This is updated through contextualised CPD throughout the year. In September, training focused on pupil wellbeing and recognising the four signs of neglect. In February, the academy took part in Mental Health Week and created wall displays to celebrate the event. Training responds rapidly according to need. 			
Key Recommendations	Response and by whom	By when	Complete
<ul style="list-style-type: none"> None. 			

H. What procedures/checks are put in place where school premises are used by other bodies?			Grade
Evaluation			0
<ul style="list-style-type: none"> The academy premises are not, at present, used by any other organisations either in teaching time or when students are present on the academy site. 			
Key Recommendations	Response and by whom	By when	Complete
<ul style="list-style-type: none"> None. 			
I. Are there any looked after students and is the school aware of the arrangements for them?			Grade
Evaluation			1
<ul style="list-style-type: none"> There are currently five looked after students (LAPs) on roll at the academy. All five are currently with Foster Carers. The academy's safeguarding team closely monitors their individual situations, has regular meetings with the other agencies involved and continues to monitor their wellbeing. All meetings are well documented in each student's file. The academy has good communication with the virtual head, who has visited the academy in order to deliver staff training on LAC needs. 			
	Response and by whom	By when	Complete
<ul style="list-style-type: none"> None. 			
J. The effectiveness of the behaviour policy?			Grade
Evaluation			2

<ul style="list-style-type: none"> • The new leadership within the academy have worked extremely hard to improve the behaviour of the students and revised the behaviour policy in December 2021. The impact of this is clearly evident. Within the academy there is a calm, purposeful atmosphere and the behaviour of the students evidences the effectiveness of the revised behaviour policy. The academy now reflects a positive learning environment in which teachers can teach and students can learn. • The policy is based on escalating sanctions. All students have a report card, which records their behaviour in the classroom. These scores are recorded on SchoolPod and analysed by the behaviour team to indicate trends in behaviour and inform future interventions and training. • An effective "sweep" team is on call to assist with any issues relating to the behaviour of the students that may arise during the day and ensure minimal disruption to the students' learning. They are highly skilled in behavioural strategies and de-escalation techniques. • Effective use is made of a contemplation room should any students be removed from the classroom with the aim of addressing any issues and returning the student to the classroom. • The use of physical intervention (PI), reasonable force, is included in the behaviour policy. It is aimed that all staff are trained in it's use, should the need arise. Since revising the behaviour policy the use of recorded PI's has reduced from 227 in the autumn term to 72 in the spring term (48 in the first half reducing to 26 in the second half – with no student being held in a prone position). • Fixed term exclusions have dropped from 27 in the autumn term to nine in the spring term (six in the first half term, reducing to three in the second). However, the current data shows only the number of fixed term exclusions and not the number of students involved. A student returning from a fixed term exclusion has a support plan to minimise the risk of repeated exclusion. • Students spoke of how the behaviour in the academy had improved, from being rated as 0 to 1 in the autumn term, to now being rated as 9-10. (10 being good). All understood the "strikes and penalties" sanctions and thought they were fairly applied and effective in addressing unacceptable behaviour. • The behaviour policy has been successful in creating a stable environment within the academy, with a structure of effective sanctions. However, the rewards within the behaviour policy for students displaying positive behaviour now needs to be emphasised. 			
Key Recommendations	Response and by whom	By when	Complete
<p>Essential</p> <ul style="list-style-type: none"> • Reduce further the number of FTEs. • Scutinise the number of fixed term exclusions to show the exact number of students actually involved, check for any patterns and target support for those students. • In discussion with students, agree a structure of relevant and meaningful escalating rewards earned for displaying positive behaviour. 			
K. The effectiveness of the anti-bullying strategy?			Grade

Evaluation			1
<ul style="list-style-type: none"> Bullying is not tolerated in any form the academy. Any incidents of bullying are dealt with according to the policy and logged on SchoolPod along with actions taken and their impact. There are quiet areas within the academy building where students can go to at break and lunchtime. Students said that it was "a real problem" and "didn't feel safe" before Christmas, but now it wasn't a problem and should it occur, they were confident that members of staff will deal effectively deal with it. However, an anti-bullying strategy was not included within the behaviour policy or displayed on the website, and the reviewer did not look at an anti-bullying policy during the visit. 			
Key Recommendations	Response and by whom	By when	Complete
Essential <ul style="list-style-type: none"> Ensure that the anti-bullying policy is a standalone policy, is visible on the web site and is accessible to all staff. 			
L. Students' awareness of who they can talk to if they have concerns.			Grade
Evaluation			2
<ul style="list-style-type: none"> The academy is a SEMH school and members of staff are well trained in working with vulnerable students. All of the students spoken to were adamant that they now felt safe within the academy, as opposed to the situation before the Christmas break. They expressed confidence in the staff to look after and care for them and all said they could talk to a member of staff if they had any concerns or worries. The well-being of students is constantly being monitored either formally and recorded on SchoolPod, and through class tutors or other members of staff. However, there is currently no formal student voice group although the leadership team plans to introduce this shortly. During the review day a student, who is a known self-abuser, was distressed and was observed being supported effectively in a 1 to1 situation. 			
Key Recommendations	Response and by whom	By when	Complete
Best practice			

<ul style="list-style-type: none"> Look to further develop a student voice/academy council to enhance the student participation in the academy. 			
M. E – safety/online safety:			Grade
Evaluation			3
<ul style="list-style-type: none"> An e-policy is in place and displayed on the academy website. It was reviewed and updated in September, 2021. The use of computers, tablets and mobile phones is monitored rigorously. ARK provide monitoring and filtering systems across the academy's electronic devices and reports of any monitoring concerns. All students have a user name and password. The IT lead was unsure as to the staff, parents/carers and students signing an AUP and where this was recorded. The IT lead was not aware of the new guidance on teaching online safety or of any recent staff training on e-safety, including social media and gaming. 			
Key Recommendations	Response and by whom	By when	Complete
Essential <ul style="list-style-type: none"> Check that an AUP is in place and that all staff, students and parents/carers have signed the to say that they have read the document. Review the IT curriculum to ensure that e-safety and the use of social media are covered. Ensure there is staff training set up to raise awareness of the new guidance on teaching on-line safety and that this is linked to guidance in Annex C KCSIE 2021. Review the current E-Safety Policy with regards the guidance detailed in KCSIE 2021. Work closely with parents/carers regarding the use of mobile devices within the home. 			
N. Is there an established personal, social, health and economics (PSHEE) education programme in school?			Grade
Evaluation			2

<ul style="list-style-type: none"> The SLT views the delivery of a comprehensive and highly resourced PHSE curriculum as essential in meeting the needs of their vulnerable students within the academy and is currently reviewing the curriculum with other academies in the trust. All curriculum requirements such as British values, safeguarding and RSE are currently covered within the policy. The academy does not have a very diverse student population, being predominantly white British. It recognises that the positive delivery of the PHSE is crucial, with an emphasis on multi-cultural and ethnical awareness with their students. A corridor display on British values evidences some of the input on this aspect but overall there did not appear to be a high awareness around the academy to show the diversity of the British society. 			
Key Recommendations	Response and by whom	By when	Complete
Essential <ul style="list-style-type: none"> Carry out a review of PHSE and implement a revised PHSE curriculum. Ensure a greater emphasis on the multi-cultural and diversity aspect of the PHSE curriculum to meet the needs of the students within the academy and within British society. 			
O. Equality of Opportunity			Grade
Evaluation			2
<ul style="list-style-type: none"> The Trust sets out very clear aims in their equal opportunity and diversity policy – June 2021. These are yet to fully translate into practice with regard to diversity within the PSHE curriculum. The PSHE curriculum seeks to reinforce and build on these aims and students are encouraged to celebrate differences. The curriculum covers such issues as homophobia, same-sex relationships, gender and trans-identity and religious prejudice. The academy has a student in transition on roll and prides itself on inclusivity, and how it is important not to stereotype people. The academy's ethos and philosophy are based on respect and tolerance. Staff lead by example and promote a climate of respect. Students spoke of how they are taught to respect differences in others. 			
Key Recommendations	Response and by whom	By when	Complete
<ul style="list-style-type: none"> See above section N recommendations. 			

P. Are staff trained in managing educational visits in terms of safeguarding?			Grade
Evaluation			1
<ul style="list-style-type: none"> The educational visit co-ordinator is a member of the SLT and oversees the process of arranging an off-site visit, ensuring that all risk assessments are carried out and that all the information is documented and recorded electronically on EXEANT. All staff spoken to were well aware of the necessary steps to be taken in getting approval for an educational visit and how to access Evolve. The educational visits co-ordinator is rigorous in ensuring that all evaluations are completed by the staff within 24 hours of their return for future reference. Staff are aware of student to teacher ratios and someone with first aid training always accompanies students. 			
Key Recommendations	Response and by whom	By when	Complete
<ul style="list-style-type: none"> None. 			
Q. Are school staff deployed in such a way as to ensure the proper supervision of students?			Grade
Evaluation			1
<ul style="list-style-type: none"> Students were observed arriving and departing the academy, at morning break and lunch time in the dining room. At the start of the academy day the students are greeted in the car park by staff in a positive manner and this sets the tone for the day. The students are registered when they arrive, and this is compared with the register taken in class. This is said to be significantly better practice than before Christmas when students used to abscond after leaving the taxis. The departure of students at the end of the academy day is also well organised. When the transport arrives a member of staff communicates with staff in the classroom and students are released individually to get into their taxis. Movement around academy at break and lunchtimes is orderly with a high staff presence. Students are aware of the high expectations. A highly effective sweep team monitors behaviour in the classroom and in the corridors. Break times were well supervised. Classrooms are staffed offering quiet areas within the academy, should students not wish to go on the playground. 			

<ul style="list-style-type: none"> Lunchtime was a pleasant social occasion. Students chat amiably with friends over lunch and noise levels observed were acceptable. There appeared to be good relationships between staff and students. Students spoken to believe that staff are deployed in all the right places. 			
Key Recommendations			
<ul style="list-style-type: none"> None. 			
R. Admissions and attendance registers			Grade
Evaluation			1
<ul style="list-style-type: none"> The academy follows the Trust's and government's guidelines on admissions and attendance. Admission and attendance registers are electronic. All appropriate codes are used. Poor attendance was an issue highlighted in the previous Ofsted report and the academy is working hard to improve attendance. Trends in non-attendance continue to be rigorously monitored in order to increase attendance levels further and records of all actions taken to improve attendance are kept. The average attendance for the spring term was 82.6 % compared to current national average for Special Schools at 82.0%. However, student attendance on the day of the review was 62%, possibly due to being the first day back after the Easter holiday. At regular attendance meetings, the safeguarding team scrutinise in detail the attendance of students, particularly persistent non-attenders, and students who may be at risk, looking for any patterns or trends. 			
Key Recommendations	Response and by whom	By when	Complete
Essential <ul style="list-style-type: none"> Continue to prioritise improving attendance. 			
S. Site security			Grade
Evaluation			2

<ul style="list-style-type: none"> • The site is extremely secure. A recently erected perimeter fence ensures that the academy building can only be accessed through the main gate. • The only access to the academy is through the main reception area. • Visitors arrive through the main door into the reception area. Check-in procedures are robust. Visitors sign in, photo id is required, and their details are then registered electronically. At present, there is no way of identifying as to whether a visitor has a DBS certificate following entry into the academy. The visitor is accompanied into the main building in order to meet the member of staff they are seeing, • Staff are issued with electronic fobs to operate the doors when moving around the building. • Several CCTV cameras are located at strategic points around the academy building and at the entrance to enhance the site security. • Fire Drills are routinely held and logged. • The academy has a lock down policy which has not yet been practiced. 			
Key Recommendations	Response and by whom	By when	Complete
<p>Best practice</p> <ul style="list-style-type: none"> • When a visitor/consultant is checking-in for a regulated activity, or if they may well work with students, it is best practice to enquire as to whether the visitor has a DBS certificate and ask them to produce it along with their photo ID. • Consider using a colour coded lanyard for visitors to wear during their visit to the academy building in order to indicate that they have undergone a DBS check or not and therefore need to be accompanied whilst in the building or not. • When possible, conduct a lockdown drill to familiarise staff and students of the procedure, and ensure that the alarm is different to a fire drill to avoid confusion. 			
T. Recruitment and the single central register (record)			Grade
Evaluation			1
<ul style="list-style-type: none"> • The recording of recruitment and maintenance of the single central record (SCR) are robust. • The Trust ensures that at least one member on an interviewing panel has undergone safer recruitment training. • All the appropriate checks are made. When a new member of staff is appointed, new checks are carried out regardless of where the appointee has worked before. Notes taken at interview are scanned and saved on the system. 			

<ul style="list-style-type: none"> The SCR contains details of all staff, including caterers and cleaners, governors, supply staff, volunteers and contractors. Where contractors are not known to the academy and have not been DBS checked they may only work on site accompanied or, if this is not convenient, when no students are present. Electronic personnel files are well maintained. References are taken up prior to interview and any gaps in employment history are followed up. Letters sent out requesting references state that the role involves working with children. Qualifications and training details are also stored safely. Currently, checks of the SCR are made by the trust, but when the records were examined there was not date of when this was done. 			
Key Recommendations	Response and by whom	By when	Complete
<p>Essential</p> <ul style="list-style-type: none"> Ensure that when the SCR is checked by a member of the Trust or in future, the safeguarding governor, that the check is dated. <p>Best Practice</p> <ul style="list-style-type: none"> Increase the number of staff at the academy who have undergone the safer recruitment training. 			
<p>U. Allegations policy and procedures</p>			Grade
<p>Evaluation</p>			2
<ul style="list-style-type: none"> A CIT Trust 'Allegations of Abuse Made Against Staff', policy is in place and displayed on the Trust's website, following the guidelines set out in KCSIE part 4. There is a link to this policy from the academy's website. Members of the CIT Trust are well qualified to deal with any such allegations and ensure procedures are carried out to the letter. Staff spoken to were aware of the Whistleblowing Policy (June2021), which is displayed on the Trust's website and the procedures to follow should they have a concern. They were less clear about allegations procedures. 			

Key Recommendations	Response and by whom	By when	Complete
Essential <ul style="list-style-type: none"> Ensure SLT and safeguarding team receive training on how to handle an allegation. 			
V. Students' awareness of safeguarding issues in an age-appropriate way			Grade
Evaluation			2
<ul style="list-style-type: none"> Safeguarding issues are covered through the curriculum in an age-appropriate manner. The students spoken to were very aware of safeguarding issues and what constitutes inappropriate behaviour. They spoke with confidence and apparent honesty about their knowledge of sexual pressures but did not appear to be aware of any particular peer on peer abuse or sexual harassment in the academy. They said that they felt much safer in the academy since Christmas. With the introduction of student voice, the academy should keep close tabs on how students feel about peer on peer abuse, sexual harassment and possible mental health issues. Students also spoke about the dangers of the internet, grooming, and 'no' meaning no. The academy strives to ensure students will be equipped to deal with a range of situations and, according to the group of students spoken with, this appears to be very successful. 			
Key Recommendations	Response and by whom	By when	Complete
Essential <ul style="list-style-type: none"> Monitor students' awareness of safeguarding issues through student voice/student council processes and rigorously monitor the accident, exclusion, bullying and racist logs. Best Practice <ul style="list-style-type: none"> Enrich students' understanding of safeguarding issues through visiting speakers from different agencies. 			

W. Is there a child protection/safeguarding policy?			Grade
Evaluation			1
<ul style="list-style-type: none"> • An academy's 'Child Protection and Safeguarding Policy' is displayed on the academy's website and is accessible to staff and parents. • It is a comprehensive policy but could possibly be further amended and contextualised to be more relevant in meeting the needs of the students in the academy. • The policy was updated in September 2021, and refers to the guidance outlined in KCSIE 2021. It addresses all the recommendations relating to online safety, gender based violence, sexual harassment and peer on peer abuse. • The policy is linked with other policies within the academy – anti-bullying, behaviour management, on-line safety, attendance, curriculum design, health and safety arrangements, school transport provision, safer recruitment and whistleblowing. • The appendix gives clear definitions of safeguarding and neglect and provides guidance for staff in relation to safeguarding situations. • However, apart from the DSL, headteacher and chair of the local school board no other members of the safeguarding team are identified 			
Key Recommendations	Response and by whom	By when	Complete
Essential <ul style="list-style-type: none"> • Insert a front sheet in the policy naming the safeguarding team and their specific roles within the safeguarding agenda. • Contextualise the policy further recognising the needs of the students in the academy. 			