Policy & Procedure

Newcroft
Primary Academy

Aspiring for Excellence

Governors' Monitoring Policy
2016-2019

This policy is reviewed every three years and was agreed by the Governing Body of Newcroft Primary Academy in Autumn 2016 **and will be reviewed again in Autumn 2019**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Newcroft Primary Academy

Governors' Monitoring Policy

Aims and Vision

Our aim is that all children at Newcroft become creative, active and reflective learners through consistent focus upon:

Newcroft Primary Academy **Vision**

There are _three_ types of visit that governors make at the school:

➢ **Learning Walks** – _reporting on what they see and hear in the classrooms and in books (see appendix 1)_
➢ **Monitoring** _(progress towards targets in the School Improvement Plan)_ **meetings with subject leaders** _(see appendix 2)_
➢ **Monitoring Safeguarding Compliance**

The Objectives of Governor Visits

➢ To obtain a detailed working knowledge of all aspects of school management
➢ To apply this contextual information to strategic planning and all decision making
➢ To celebrate the successes of staff & pupils
➢ To have a secure evidence base upon which to base effective school support
➢ To provide a context from which to make School Self Evaluation
➢ To be accountable to parents, DfE, EFA, OFSTED & HMI
➢ To appreciate that each governor's monitoring role is crucial to ensuring that their school continues to make good progress along the continuum towards sustainable excellence

Governing Body Remit
➢ To adhere to the timetable outlined in our monitoring policy – and governors' timetable
➢ To adhere to the School Policy - Protocol for Governors' Visits (part of this document)
➢ Identify evidence of the impact of the School Improvement Plan upon pupils' learning.
➢ To provide a brief report on school pro forma for a file of evidence relating to these visits other formal/informal visits (to be stored centrally in the school office)

Governor-Staff Partnership Remit
Each teacher has at least one subject area for which they are the leader. Most teachers have more than one. Each governor, in pairs, is partnered with a teacher for the purposes of monitoring the School Improvement Plan. Each Autumn term, the teachers and governors make appointments for the 2nd half of the term for governors to come in to school. This meeting is for Governors to ask challenging questions about how much progress is being made towards targets in the School Improvement Plan. The subject leader is best placed to answer these questions and the governors will, thus, be in a position to evaluate such progress by the end the meeting. Progress towards these targets is analysed through the following process:

➢ Governors visit their partner class teacher at least twice a year.
➢ Governors come prepared to the twice annual meetings with a set of questions (for each relevant subject area) based upon the targets that have been set in the subject leadership areas assigned to the partner teacher.
➢ Governors watch at least one class lesson per year and, when monitoring, keep in mind pupils' attitudes to their work and the standard of their work.
➢ Governors provide a brief report for the Governors' Monitoring File. Subject Leaders keep a copy of these reports in their subject leadership folders.

Protocol for Governor Visits
Planning the visit
➢ A schedule of visits is agreed annually – the schedule should be linked to key priorities in the School Improvement Plan. It should also take account of the needs of new governors and any new initiatives
➢ Visits must have a clear purpose – this should be derived from the School Improvement Plan and related to governors' links with staff
➢ If conducting a 'Learning Walk' the pro forma in Appendix 1 is to be used

Before the visit
➢ Attend the Autumn Term briefing and planning meeting with staff and governors
➢ Be sure that staff and governors are clear about the purpose (it is a fact finding mission for Governors and an opportunity for staff to share their professional expertise with governors)
➢ Ask staff what they expect from you during the lesson
➢ Ask for any relevant papers that you could read before the visit (ensure you have relevant aspects of the School Improvement Plan)
➢ Ask staff if there is anything they would like you to know before the visit
➢ Agree how you will be introduced and what your role in the classroom will be
➢ Be positive, friendly and encouraging

During the visit
➢ Make sure that you arrive on time
➢ On arrival remember to follow the school's security procedures – check in at the School Office
➢ Make sure the Head knows you are on site
➢ Remember you are not inspecting the school
➢ Remember that the school is a workplace for lots of people
➢ Remember that you are there to learn
➢ Remember that you as an individual have no authority
➢ Stick to the purpose of your visit
➢ Avoid getting drawn into any discussion on personal or general staff grievances
➢ Look relaxed, get involved and blend in

- ➢ Observe discretely and remember that note taking is disconcerting for everyone
- ➢ Talk to staff and pupils, show interest and enthusiasm
- ➢ When appropriate, ask questions, be courteous not critical
- ➢ Keep an open mind, be flexible and be open minded
- ➢ Look for opportunities to give praise
- ➢ Thank staff for hosting your visit
- ➢ Discuss what was observed with the member of staff
- ➢ Allow staff to explain and check out understandings
- ➢ Ask for explanations on anything about which you are unsure
- ➢ Be positive, friendly and encouraging
- ➢ Agree arrangements for any follow-up visits (Spring Term)
- ➢ Discuss your questions from the School Improvement Plan
- ➢ Look for measurable success in progress towards the targets

After the visit
- ➢ Make your notes as soon as possible whilst observations are still fresh in your mind
- ➢ If appropriate, discuss your observations with the Head
- ➢ Reflect on what you have seen and how this connects to the school priorities

Reporting back to the Governing Body (when monitoring progress towards targets in the School Improvement Plan)
- ➢ Complete the governor visit (monitoring the School Improvement Plan) pro-forma (appendix 2) and send partner class teacher a copy of the draft for comments
- ➢ *The partner class teacher should report back any comments to the appropriate governor with 7 days.*
- ➢ Be prepared to amend your report in the light of comments
- ➢ Ensure that the Head teacher receives an agreed copy of your report within 2 weeks of the visit.
- ➢ The Head teacher will pass on to the Chair of Governors who will ensure that the Clerk to the Governors receives an agreed copy of the report.
- ➢ The Head teacher will keep a copy of the reports in the office.

Reporting back to the Governing Body (when conducting a Learning Walk)
- ➢ Complete the governor visit (Learning Walk) pro-forma and share with the SLT
- ➢ Be prepared to amend your report in the light of comments
- ➢ Ensure that the Head teacher receives an agreed copy of your report within 2 weeks of the visit.
- ➢ Be prepared to share the report verbally at the next Full Governing Body Meeting.

Confidentiality
See Child Protection Policy Guidance and Confidentiality Policy.

Equality Statement
At Newcroft Primary Academy, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:
- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion
Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their

learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Appendix 1

Newcroft Primary Academy – <u>Governors' Learning Walks</u>

The purpose of a Governors' learning walk is to support the governing body in carrying out its key responsibility on monitoring and evaluating the work of the school.

It does this by;

- *Having a clear and transparent framework informing staff on the focus of the learning walk.*
- *Informing staff on all questions that will be asked in advance.*
- *Being non judgemental, Governors are only collecting evidence on what they see and hear.*
- *Ensuring the approach is the same in every classroom*
- *Collating the evidence and presenting this to the Senior Leadership team*

How is a learning walk implemented?

- *Governors will receive a briefing (from a member of the SLT) prior to starting the walk.*
- *Staff will be made aware of the upcoming visit(s) at least 10 days in advance through the school diary.*
- *Staff are requested to provide no more than 5 books which demonstrate children's work from across the ability range in their classroom.*
- *A group of Governors will visit every classroom for about 10 minutes and where possible 1 Governor will talk to the teacher, 1 will talk to pupils, 1 will look at the work sample and another will look at the classroom environment. There may be 2 governors looking at the environment and work sample.*
- *When the Governors leave your classroom they will spend 5 minutes in the corridor feeding back what they saw and heard in your room. This is then collated in to the final report. The format for this feedback is very strictly facilitated and there will be no judgements made.*
- *When the Governors have visited all classrooms they will meet together for a debrief and discuss the main learning points for them as individuals and for the school.*
- *The SLT will collate all the information and the key messages which will be shared with all staff at a later date as appropriate.*

Appendix 1

Newcroft Primary Academy – <u>Governors' Visit</u> – SIGNING IN SHEET

Date	Name	Purpose of Visit	Time in	Time out

Newcroft Primary Academy – **Governors' Learning Walk Evaluation**

Governor(s)

Date of Visit

Focus for the visit

Activity/Format

TIMETABLE:
(When? What? With whom? How?) (*agreed in advance with school*)

We noticed… We saw… We heard… (including special things)

Evidence

Outcomes

Further Comments
(or pending questions)

Signed

Date

Appendix 2 - <u>Governors' Monitoring of Subject Leaders' progress towards targets in the School Improvement Plan</u>

Newcroft Primary Academy
Governors' Monitoring Visits – Pro forma for discussion

Teacher -

Date

Subject

Governors

Items to be discussed (in preparation by governors - using the SIP as a guide)	**Evaluation / Evidence**	**Action Points**	**Timescale**

Signed (Governor)

Signed (Staff Member)

Reported to Governors' Meeting

Example Questions:

What evidence is there to suggest that progress has been made towards this target?

How have you gone about meeting this target?

What time have you been given to help the school achieve this target and how have you used it?

What are your next steps for further progress in this area?

How does this target link with whole school priorities?

Why was this target chosen for this subject area?

What impact has achieving this target had on the pupils' achievement?

Newcroft Primary Academy   *Governor Monitoring Visit Report*

Safeguarding

It is advised that up to 3 governors conduct this survey at least annually.

The new Ofsted framework 2012 indicates that inspectors will only 'drill down' into some more detailed aspects of safeguarding if in the course of the inspection, concerns are raised about the robustness of safeguarding. However, it is still recommended that governors continue to monitor this area in depth.

Name	
Date of Visit	
Focus of Visit	**Safeguarding**
Purpose of Visit	
Links with School Improvement	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.	

To what extent does the Staff Prospectus communicate the requirements of staff to follow policy and procedure? (have a look at it and ask staff)

Legal Policies and Documents	Date last updated
Health and safety policy	
Behaviour and discipline policy	
Policy re allegations against staff policy	
Race equality policy	
Disability equality policy	
Single Central Register (electronic Sims version)	

Other related recommended/ relevant policies	Date last updated
Safeguarding policy	
Safer recruitment policy	
Induction policy	
Anti-bullying policy (including cyber bullying and homophobic bullying)	
E-safety policy	
Physical intervention policy	

Contractors' Log (and notes)

Does the school's contractors' log clearly indicate site rules (including all emergency procedures)?

Is the contractors' log being used by site workers?

This part of the monitoring visit is not in as much detail as a health and safety visit would be in specific areas, but it should give governors an overview of the whole subject of safeguarding.

	Comments/ dates:
Are risk assessments in place for all buildings/ rooms and for the grounds? When were they last updated and have previous recommendations been followed up?	
Has there been a risk assessment completed for each school visit that has taken place in the last year?	
Does the school appear to be safe and secure? Walk the site inside and out to check for any areas of concern. Sample fire extinguishers and portable appliances to ensure they have been checked annually, ensure fire escape routes are clearly marked and fire doors are kept clear. Are any doors unlocked/ open that could pose an unacceptable risk to security?	
Are visitors checked in and out of the building? Are procedures for signing in and out robust? Are there procedures for visually identifying these visitors once in the building that are good enough, so that any potential intruders can be challenged?	
Have termly fire drills been carried out?	
Are the records kept for servicing fire extinguishers, emergency lighting, checking water tanks, sampling the chlorine level in swimming pools etc. up to date?	

Single Central Record of Recruitment and Vetting Checks (SCR)	
The SCR must include the following information. • Identity, name, address, date of birth • Qualifications where these are legally required for the post • Children's List • CRB / DBS Check • GTC registration for teachers qualified prior to March 2012 • Right to work in the UK *(copy of passport/birth certificate)* • Overseas checks The SCR must indicate whether particular checks are required and <u>when and by whom each check was carried out, for example, the identify check, the qualification check and the CRB /BDScheck</u>. It might be a good idea to jointly do this SCR check with the person responsible for updating it, so that they can clarify any issues which arise.	
	Checked
Is a single central record (SCR) of staff in place?	
RECRUITMENT CHECKS – • **References** sought • **original certificates** and copies taken • complete the **Appointees Checklist** • **Application Forms** stored	
Does the SCR indicate that identity checks have been carried out and by whom? Note: although good practice, it is not required to show addresses on the SCR.	
Is there evidence on the SCR that all teachers have been checked against the Children's List (previously List 99)? (If a teacher has an enhanced CRB / DBS in place they have been checked against List 99 or the Children's List.)	
Is there evidence that **all** staff directly employed since March 2002, and who have not had continuity of employment, have been CRB checked, if they have regular contact with or unsupervised access to children?	
Have **all** staff appointed since 12 May 2006, whether or not they have regular contact with children, been CRB/DBS checked, unless they have continuity of employment?	
Does the SCR include all others who have been chosen by the school to work regularly or intensively with children, for example volunteers or governors who also work as volunteers within the school?	
Does the SCR record the date when the check was carried out (and who carried out the check) except in the case of agency staff?	
Does the SCR record qualifications – where the qualification is a requirement of the job, for example those posts where a person must have qualified teacher status or national professional qualification for headship?	
Does the SCR record evidence of 'right to work' in the United Kingdom and suitability checks for those who are not nationals of a European Economic Area country who were recruited after 1 January 2007?	

Discussion with designated Safeguarding person and other relevant staff.	Comments/ information
Who is the Designated person for Safeguarding? Who undertakes this role when the designated person is not available?	
When did the most recent training take place for the designated person? This must be within the last 2 years. What training has the reserve designated person had? (The level of this training will be for individual schools to assess. Obviously what would be seen as a requirement in a special school would be different from what would be deemed appropriate in a very small primary school).	
When did the last training for all other staff last take place? This must be within the last 3 years. How does the school ensure that nobody is missed out e.g. due to absence on the day of training/ part-time staff etc?	
Which members of the staff and governors have undertaken the safer recruitment training? Have sufficient members undertaken the training to ensure that safe recruitment procedures are being followed. Check that these procedures are in place regarding the take up of references etc.	
Does the school's log show of any incidents of bullying and/ or harassment in the last 12 months? Is there evidence that these have appropriately followed up? Do the same names appear more than once? Do any pupils being bullied have anything in common?	
Does the school's log of racist incidents show any records in the last 12 months? Is there evidence that these have been appropriately followed up? Do the same names appear more than once?	
The school should record both minor accidents and more serious ones (which should be recorded in more detail on an official form). Are the procedures for recording both minor and more serious accidents sound and are the methods for contact with parents appropriate to the age of the pupils in the school? For example, in a primary school there may be 'accident notes' for pupils to take home for parents after very minor injuries. For more serious injuries such as a 'bump to the head' how does the school know that the parent or carer was informed? Is there any pattern to where or how accidents are occurring?	
Can the school demonstrate that actions following any concerns raised about a pupil have followed correct guidelines and that the subsequent impact of any actions have been supportive to the pupil concerned? N.B. no pupils' names should be discussed and any records shown should have the identity of the child removed. If the Safeguarding Policy gives examples of forms that staff complete when they have a concern about a child, are these being completed and procedures followed?	

Discussion with designated Safeguarding person and other relevant staff.	Comments/ information
CAF* procedures are being followed? Does the school appear to work well with a range of agencies and are all important telephone calls e.g. to social services logged in writing for the school's own use? Are records securely locked away? *The CAF (Common Assessment Framework) is a shared assessment tool for use across all children's services and all local areas in England. It aims to help early identification of need and promote co-ordinated service provision.	
Is the absence of 'at risk' pupils being monitored? Does the school have a method for following up the absence (on the first day of absence) for any pupil in case parents are not aware of their child's absence? Does the school feel that this system is effective? If not why not and how could it be improved?	
Ask to have a very brief discussion with 2 or 3 staff who have different roles in the school. Do these staff understand and follow 'routes' for concerns regarding Safeguarding? Do they know who the designated person is, who to talk to in their absence and what forms (if appropriate) they should complete from the Safeguarding policy? Do they feel that the training they have received has adequately prepared them for knowing what to look out for and how to proceed if they have a concern?	
Evaluate the Safeguarding Policy. Does it set out a clear framework for how the staff that links in well with other policies, such as bullying or physical intervention? Does it set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of abuse? Does it make it clear who are the designated members of staff? Does it indicate how the policy will be implemented, monitored and evaluated? Does it indicate how parents or carers will be made aware of the policy and relevant procedures?	

Discussion with pupils
Some of these questions need careful consideration and any governor undertaking such discussion should ideally be the named governor for Safeguarding, so that they have had relevant training and understand the importance of phrasing questions correctly. It should be explained to pupils that they should not name specific members of staff or other pupils, but should refer using generic terms such as 'one of the teachers....' or 'a girl in my class...'Make sure that you seek the views not only of the pupils in the discussion group, but also ask them to answer the questions with reference to other pupils in the school.

How well do the pupils feel that the school raises awareness regarding their personal safety when not in school? e.g. to help them to keep safe from strangers, when using mobile phones or the Internet, when crossing busy roads etc. through stories/ films in assembly, talks from visitors, lessons, discussions in class etc.	

How safe so pupils feel in school? What makes them feel safe, if not, what concerns do they have? Do they know the feelings of other pupils in the school? Do they know of any groups or individuals who have concerns?	
Have you or anyone you know at the school ever been bullied? If yes, what sort of things happened, how was it reported and how was it stopped? (Assuming that it was, if not find out why not, or if there are current concerns).	
How safe do pupils feel on the way to and from school? Are they happy to stay for after school clubs, does it concern them walking home in winter perhaps when it is dark? Do they feel safe on the school bus? Is behaviour generally good to and from school? If not, what are the problems? Are these referred to a member of staff?	
Does the School Council have any 'safety' items on its agenda? What are these and have they been involved with talking about any issues or making any improvements?	
Is there a peer support/ buddy scheme in school for new or vulnerable pupils? If so how does it work? Do you feel that it's any good? Tell me why it works/ does not work.	
Do you feel that pupils adopt safe practices (including those with physical disabilities or special educational needs) for example in physical education or science and technology lessons? Do pupils generally follow the safety rules?	
Do pupils say that they know who to go to if they have a problem? Would they actually ask for help if necessary?	
How well do pupils say the school deals with their concerns?	
Was the information for doing this monitoring visit available, easily accessible and well organised	

Overall, do you feel that the school is following its own policies for safeguarding albeit possibly with some attention to minor detail?	

Comments and Recommendations

Points requiring further discussion at next full governors' meeting:

Date _____

Signed _____

              (Governor)

Signed_____

            (Headteacher / Senior Leader)

Governor Monitoring Visit Report - <u>EXAMPLES</u>
Safeguarding (Completed)
Example of a completed monitoring report

Name	*Deborah Greaves*
Date of Visit	*3 February 2013*
Focus of Visit	***Safeguarding***
Purpose of Visit	*To ascertain the status of all procedures appertaining to the safeguarding of pupils in line with best practice as outlined in DCSF guidance: Safeguarding Children and Safer Recruitment in Education.*
Links with School Improvement	*To meet the statutory requirement of governors to monitor and review the effectiveness of the school in safeguarding and caring for the welfare of its pupils.*
Classes/staff visited	*Headteacher – David Jones* *Office Manager – Sonia Smith* *2 teachers and 1 teaching assistant* *Groups of 8 pupils from years 2 - 6, incl. 2 from school council, 1 SEN*
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc. ▪ ***Checked polices are in place and up to date*** ▪ ***Reviewed documents*** ▪ ***Discussions with staff and pupils*** ▪ ***Walked the school site inside and out***	

Legal Policies and Documents	Date last updated
Safeguarding policy	*Sept 12*
Health and safety policy	*July 13*
Behaviour and discipline policy	*Feb 13*
Policy re allegations against staff policy	*April 13*
Race equality policy	*Jan 13*
Disability equality policy	*Jan 13*
Single Central Record (document)	*Jan 13*

Other related recommended/ relevant policies	Date last updated
Safeguarding policy	*Sept 12*
Safer recruitment policy	*April 12*
Induction policy	*Jan 13*
Anti-bullying policy (including cyber bullying and homophobic bullying)	*Jan 13*
E-safety policy	*Sept 12*
Physical intervention policy	*July 11*
This part of the monitoring visit is not in as much detail as a health and safety visit would be in specific areas, but it should give governors an overview of the whole subject of safeguarding.	

	Comments/ dates:
Are risk assessments in place for all buildings/ rooms and for the grounds? When were they last updated and have previous recommendations been followed up?	*Yes, were lasted updated Dec 12, during governors H&S visit. Only one recommendation not yet completed regarding broken internal door handle to class 4. Not yet been replaced – no apparent reason.*

	Comments/ dates:
Has there been a risk assessment completed for each school visit that has taken place in the last year?	*Yes, 19 trips since the start of Sept 12, all have trip risk assessment.*
Does the school appear to be safe and secure? Walk the site inside and out to check for any areas of concern. Sample fire extinguishers and portable appliances to ensure they have been checked annually, ensure fire escape routes are clearly marked and fire doors are kept clear. Are any doors unlocked/ open that could pose an unacceptable risk to security?	*Site appears to be in good order, fire extinguishers checked, have labels showing check Oct 12, portable appliances Dec 12, but first item I checked was a fan heater in the SEN room which had no label – it appears the SEN teacher brought it in today from home! Will be taken home tonight and Premises Officer has organised suitable portable heater from school store for room. Rooms have plan of school and escape routes clearly marked. All outside doors secured at appropriate times, in line with policy.*
Are visitors checked in and out of the building? Are procedures for signing in and out robust? Are there procedures for visually identifying these visitors once in the building that are good enough, so that any potential intruders can be challenged?	*During the school day only way in is through front door. Visitors can enter foyer, but need to be 'buzzed' through into school after signing in and being given yellow school visitor badge. All visitors seen in school today (identified for me by HT during our tour of the school) had badges on. HT gave example of visitor recently, whose badge had been covered up by their coat on their way out being challenged by a group of Y6 pupils asking, 'Can I help you? Shall I take you to the school office?' So pupils appear to show understanding for the badge system and safety re. Visitors.*
Have termly fire drills been carried out?	*Yes, including one at lunchtime. Buildings usually cleared in less than 2 minutes, but records show that earlier this term a Y6 child deliberately hid in toilets and was not found on usual sweep system (there was a supply teacher in the class at the time) HT has already discussed this with staff and action has been taken to improve sweep patterns.*
Are the records kept for servicing fire extinguishers, emergency lighting, checking water tanks, sampling the chlorine level in swimming pools etc. up to date?	*Yes, all appear up to date and well organised in clear folders.*

Single Central Record of Recruitment and Vetting Checks (SCR)	
The SCR must include the following information. • Identity, name, address, date of birth • Qualifications where these are legally required for the post • GTC Registration – qualified teachers only • List 99 • Enhanced CRB Disclosure • GTC registration for teachers qualified prior to March 2012 • Right to work in the UK • Overseas checks The SCR must indicate whether particular checks are required and <u>when and by whom each check was carried out, for example, the identify check, the qualification check and the CRB check</u>. It might be a good idea to jointly do this SCR check with the person responsible for updating it, so that they can clarify any issues which arise.	
	Checked
Is a single central record (SCR) of staff in place?	No, we found one member of staff missing from register, but there was evidence elsewhere that all checks had been carried out for this person.
Does the SCR indicate that identity checks have been carried out and by whom? Note: although good practice, it is not required to show addresses on the SCR.	✓
Is there evidence on the SCR that all teachers have been checked against the Children's List (previously List 99)? (If a teacher has a CRB / DBS in place they have been checked against List 99 or the Children's List.)	✓
Is there evidence that **all** staff directly employed since March 2002, and who have not had continuity of employment, have been CRB checked, if they have regular contact with or unsupervised access to children?	✓
Have **all** staff appointed since 12 May 2006, whether or not they have regular contact with children, been CRB/ DBS checked, unless they have continuity of employment?	✓
Does the SCR include all others who have been chosen by the school to work regularly or intensively with children, for example volunteers or governors who also work as volunteers within the school?	✓
Does the SCR record the date when the check was carried out (and who carried out the check) except in the case of agency staff?	✓
Does the SCR indicate that identity checks have been carried out and by whom? Note: although good practice, it is not required to show addresses on the SCR.	✓
Is there evidence on the SCR that all teachers have been checked against the Children's List (previously List 99)? (If a teacher has an enhanced CRB disclosure in place they have been checked against List 99 or the Children's List.)	✓

Discussion with designated Safeguarding person and other relevant staff.	Comments/ information
Who is the Designated person for Safeguarding? Who undertakes this role when the designated person is not available?	*David Jones (HT). In his absence, the DH Jo Tucker undertakes role.*
When did the most recent training take place for the designated person? This must be within the last 2 years. What training has the reserve designated person had? (The level of this training will be for individual schools to assess. Obviously what would be seen as a requirement in a special school would be different from what would be deemed appropriate in a very small primary school).	*David Jones renewed Jan 13, DH has actually done designated person training now – Sept 12. Both certificates in folder.*
When did the last training for all other staff last take place? This must be within the last 3 years. How does the school ensure that nobody is missed out e.g. due to absence on the day of training/ part-time staff etc?	*Sept 13, school has list of all employees with signatures to show attendance at Sept 13 course, One member of staff absent, but they are on list from last year, so training still valid within 3 year period.*
Which members of the staff and governors have undertaken the safer recruitment training? Have sufficient members undertaken the training to ensure that safe recruitment procedures are being followed. Check that these procedures are in place regarding the take up of references etc.	*Staff – David Jones HT, Jo Tucker DH, Amerjeet Gill – Senior Teacher.* *Governors:* *Myself, Michael Phillips (Chair) and Sarah Payne (VC)* *Office manager showed me the procedures for a teacher recruited Sept 12 and went through her 'tick list' which she uses to ensure that procedures are always followed.*
Does the school's log show of any incidents of bullying and/ or harassment in the last 12 months? Is there evidence that these have appropriately followed up? Do the same names appear more than once? Do any pupils being bullied have anything in common?	*Two incidents recorded. Different pupils and HT showed me records of meetings and letters to parents regarding the matter. Records were for Oct 12, with no further occurrences, but bullied pupils and those who bullied, are still being informally monitored by class teacher.*
Does the school's log of racist incidents show any records in the last 12 months? Is there evidence that these have been appropriately followed up? Do the same names appear more than once?	*No incidents recorded.*
The school should record both minor accidents and more serious ones (which should be recorded in more detail on an official form). Are the procedures for recording both minor and more serious accidents sound and are the methods for contact with parents appropriate to the age of the pupils in the school? For example, in a primary school there may be 'accident notes' for pupils to take home for parents after very minor injuries. For more serious	*Minor accident book appears to have suitable recording including child's name, class, date, nature of accident and treatment given. Good range of note proformas to be sent home with child. For bumped head, procedure is for either class teacher to see parent/ adult who collects child or for older pupils, a tear off slip is used for parents to sign and return to school. Concern that some bumps on the head record a 'wet tissue' for treatment given – apparently the school is short of cold compresses! More serious*

Discussion with designated Safeguarding person and other relevant staff.	Comments/ information
injuries such as a 'bump to the head' how does the school know that the parent or carer was informed? Is there any pattern to where or how accidents are occurring?	*accidents for staff and pupils recorded on LA accident book forms and countersigned by HT with action taken to prevent similar accident reoccurring.*
Can the school demonstrate that actions following any concerns raised about a pupil have followed correct guidelines and that the subsequent impact of any actions have been supportive to the pupil concerned? N.B. no pupils' names should be discussed and any records shown should have the identity of the child removed. If the Safeguarding Policy gives examples of forms that staff complete when they have a concern about a child, are these being completed and procedures followed?	*Looked through forms used for CP with HT. He talked me though the system the school has in place from when a member of staff raised a concern, to recording concern, through to contact with parents and social services (or other agency as appropriate). All files are kept locked in HT office and information is shared only with staff who 'need to know'.*
CAF* procedures are being followed? Does the school appear to work well with a range of agencies and are all important telephone calls e.g. to social services logged in writing for the school's own use? Are records securely locked away? *The CAF (Common Assessment Framework) is a shared assessment tool for use across all children's services and all local areas in England. It aims to help early identification of need and promote co-ordinated service provision.	*HT showed me an example (with ID removed) of a recent case. Detailed records evident, together with a number of recorded multiagency meetings. HT gave details of which agencies were involved, why and how they all worked together.*
Is the absence of 'at risk' pupils being monitored? Does the school have a method for following up the absence (on the first day of absence) for any pupil in case parents are not aware of their child's absence? Does the school feel that this system is effective? If not why not and how could it be improved?	*Office manager does 1st day of calling absence for all pupils, but always starts with the 3 pupils who are currently on the CP list. Problems that she encounters include the fact that parents keep changing their mobile number and not informing the school. Some parents who recognise the school number appear to choose to let their phone go to answer phone.*
Ask to have a very brief discussion with 2 or 3 staff who have different roles in the school. Do these staff understand and follow 'routes' for concerns regarding Safeguarding? Do they know who the designated person is, who to talk to in their absence and what forms (if appropriate) they should complete from the Safeguarding policy? Do they feel that the training they have received has adequately prepared them for knowing what to look out for and how to proceed if they have a concern?	*Spoke to 2 teachers and 1 teaching assistant. All appeared confident with the procedures they follow should they have a concern. One teacher gave me an account of a recent concern raised and the procedure followed All said that the training had been useful and felt well equipped to deal with any concerns.*

Discussion with designated Safeguarding person and other relevant staff.	Comments/ information
Evaluate the Safeguarding Policy. Does it set out a clear framework for how the staff that links in well with other policies, such as bullying or physical intervention? Does it set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of abuse? Does it make it clear who are the designated members of staff? Does it indicate how the policy will be implemented, monitored and evaluated? Does it indicate how parents or carers will be made aware of the policy and relevant procedures?	*Framework is easy to follow and makes reference to a number of other policies where procedures stated are identical. Expectations required of staff are clear and proformas in policy are the same currently being used by staff. Clearly names designated person.* *No indication of how the policy will be evaluated, simply states when. Regarding parents, clear in prospectus that they can ask for copy of policy or is available as download on school website.*

Discussion with pupils Some of these questions need careful consideration and any governor undertaking such discussion should ideally be the named governor for Safeguarding, so that they have had relevant training and understand the importance of phrasing questions correctly. It should be explained to pupils that they should not name specific members of staff or other pupils, but should refer using generic terms such as 'one of the teachers....' or 'a girl in my class...'Make sure that you seek the views not only of the pupils in the discussion group, but also ask them to answer the questions with reference to other pupils in the school.	
How well do the pupils feel that the school raises awareness regarding their personal safety when not in school? e.g. to help them to keep safe from strangers, when using mobile phones or the Internet, when crossing busy roads etc. through stories/ films in assembly, talks from visitors, lessons, discussions in class etc.	*Generally yes, pupils gave examples of recent 'Don't play on the railways' film for Y6 and story about not talking to strangers in whole school assembly. Pupils feel that as a class they often talk about these kinds of issues in their class 'circle time'.*
How safe so pupils feel in school? What makes them feel safe, if not, what concerns do they have? Do they know the feelings of other pupils in the school? Do they know of any groups or individuals who have concerns?	*All said yes and that their friends at school feel the same way. Not aware of any groups/ individuals who don't feel safe.*
Have you or anyone you know at the school ever been bullied? If yes, what sort of things happened, how was it reported and how was it stopped? (Assuming that it was, if not find out why not, or if there are current concerns).	*No worries, except one pupil said that a boy in his class was bullied last term. He didn't seem to know the details, but said that he knew the boy's parents had a meeting with the headteacher and he thinks it's stopped now.*

How safe do pupils feel on the way to and from school? Are they happy to stay for after school clubs, does it concern them walking home in winter perhaps when it is dark? Do they feel safe on the school bus? Is behaviour generally good to and from school? If not, what are the problems? Are these referred to a member of staff?	*Generally yes, but one pupil said that he had a bad experience after football practice last term. He went out to wait on the road for his parent to pick home up in the car as usual, but parent didn't come. He tried to get back into school, but there was no one in the office and he couldn't make anyone hear the bell. Said he felt scared at the time because it was dark. About fifteen minutes later a teacher going home found him sitting in the foyer and rang his dad, who had been delayed. She stayed with him until his dad arrived.*
Does the School Council have any 'safety' items on its agenda? What are these and have they been involved with talking about any issues or making any improvements?	*School Council recently had a meeting about the adventure playground because lots of pupils said that they were falling off it when it was wet. It is not meant to be used when it's wet, but it seems the only way pupils know not to use it, is because the lunchtime supervisors tell them verbally (and some would pretend that they didn't know, causing others to think it had been reopened etc.) The School Council designed a 'closed' sign, one being put at each end of the adventure playground when it's too wet to use.*
Is there a peer support/ buddy scheme in school for new or vulnerable pupils? If so how does it work? Do you feel that it's any good? Tell me why it works/ does not work.	*Y5 buddy up with Y3 for the first month that they spend in the junior playground. All pupils who had experience of this said they really liked it and the Y3 pupils said it made them feel good having an older friend.*
Do you feel that pupils adopt safe practices (including those with physical disabilities or special educational needs) for example in physical education or science and technology lessons? Do pupils generally follow the safety rules?	*Yes, Y6 pupils gave an example of the rules in their recent technology lesson when they had used cool glue guns, the rules for them and said they thought the whole class had used them safely.*
Do pupils say that they know who to go to if they have a problem? Would they actually ask for help if necessary?	*All pupils said they felt confident to talk to just about any member of staff if they had a problem, but most agreed that their class teacher would be their first choice.*
How well do pupils say the school deals with their concerns?	*There were some complaints that a few children felt that the lunchtime supervisors didn't always follow up problems very well, especially if they were with one particularly aggressive boy in Y6. Some of the pupils in the group felt that this pupil wasn't always told off by them when he should be because he loses his temper when he's told off, so they feel that the 'gets away with it'.*
Was the information for doing this monitoring visit available, easily accessible and well organised	*Information was extremely well organised, all labelled in folders. Premises folders were particularly easy to follow and the records meticulous.*

Overall, do you feel that the school is following its own policies for safeguarding albeit possibly with some attention to minor detail?	*Overall I have been impressed by what I have seen and nearly everything that I checked was in line with our policies, with only a few things that need to be discussed.* *SCR information very well organised, although one member of staff missed off, they have now been added. Office manager was glad that the error was found now rather than during Ofsted.*

Comments and Recommendations

E-safety policy needs reviewing (last reviewed ?July 08)
HT said he was not aware of the boy re the incident after football practice – a bell that rings in the staffroom/ corridor when the office is unmanned would have helped, together with tightening procedures for staff to ensure that all pupils are safely collected after clubs. This particular football practice is run by an outside sports company, so this also needs to be discussed with them.

Discussed concerns that some pupils in the group had regarding the pupil who they felt 'got away' with poor behaviour and that they sometimes felt that lunchtime supervisors didn't always solve their problems. HT agreed that this was an area of concern and teachers had recently commented that they are increasingly spending time at the beginning of the afternoon session dealing with problems and arguments that had taken place at lunchtime. HT also agreed that there was a concern with one particular child and felt that there should be a meeting arranged to see if this pupil should have 1:1 support at lunchtime. Training for lunchtime supervisors is overdue and HT intends to arrange training for this term. New cold compresses will be purchased and made available to all staff.

HT said he will follow up broken door handle with PO and remind staff on next week's bulletin that they cannot bring in electrical equipment from home. Whole school had been reminded about importance of everyone leaving the school building during a fire drill and the consequences of 'hiding' which could endanger the lives of the fire service if they had to enter a burning building.

HT said that updating parents' mobile numbers was a constant battle. He was always including this issue on newsletters and would continue to do so. We discussed how we should evaluate the Safeguarding Policy before renewal. Agreed that a questionnaire (devised by safeguarding governor, with help from DH) will be given to all staff about how well they think the school helps them to deal with Safeguarding and what they think could be improved before the policy is renewed.

I really enjoyed my visit and would like to thank all the pupils and staff, including the headteacher, who helped me with this monitoring. A huge amount of work is undertaken by staff to ensure the safety of the children at our school.

Points requiring further discussion at full governors:
Review of E-safety policy.
HT said he will feedback the outcomes from our 'comments and recommendations' in his next HT report to governors.

Signed _____ Deborah Greaves _____   Signed _____ Dave Jones _____
       (Governor)   (Headteacher / Coordinator)