



London Diocesan Board for Schools

Safeguarding visit to St Michael at Bowes CE Junior School

Thursday 13 January 2022

Sally Moore (LDBS Advisor)

Activities

Website check

Child Protection and Safeguarding policy check

Observation of supervision of children coming into school (front of school), behaviour in the dining hall and on the playground during the lunch break

Met with the following staff:

Head teacher

SENCO

PSHE leader

DSL/deputy DSL

Learning mentor

Site manager

Governor for health and safety

Teaching assistant/lunchtime supervisor

School business manager

Designated first aider/admin

Met with groups of pupils from Years 5 and 6

LDBS audit tool completed

Strengths

- There is a strong culture of safeguarding within the school. All staff know that 'it could happen here' and are vigilant in ensuring that children are kept safe or that any signs of a possible child protection issue are raised with DSLs, monitored and acted upon.
- There are very positive and respectful relationship between staff and pupils and between pupils and their peers.
- Staff feel confident that they have been trained to spot signs of abuse and understand the systems in place to record and pass these on. They are currently being trained to use My Concern. Record keeping is thorough.
- Children speak passionately and convincingly about the fact they can approach any adult and know that they will be listened to. They know that if they put a concern in the 'worry box' that there will be an opportunity to talk about it to an adult on the same day. They call their school 'the listening school'.

- Procedures for vetting and inducting staff are rigorous and the SCR is compliant with KCSIE 2021 statutory requirements.
- The re-thinking of placement of medical resource that happened around COVID restrictions has actually created an even better system and will be continued.
- Children were able to tell me about opportunities in the curriculum to learn about keeping themselves safe; rail and road safety, gang awareness, e-safety, NSPCC visit, fire and lockdown procedures, COVID procedures, stranger danger, respectful relationships and how mental health can fluctuate in everyone (the bridge concept) and strategies to reduce anxiety.
- Children play a part in addressing bullying and mentoring and supporting peers who may find friendships difficult at time – they are given the opportunity to suggest their own solutions and demonstrate forgiveness; the school values underpin this.

Recommendations

- ⇒ Make some amendments to the Child Protection and Safeguarding policy as detailed in the audit tool. Make sure that any model policies used are fully compliant and adapted to match the school context (medical policy). Include staff voice when reviewing the child protection and safeguarding policy and procedures.
- ⇒ ‘Drip feed’ safeguarding knowledge and understanding – maybe post a scenario in the staffroom for staff to discuss their response to, or revise terms (LADO) etc.
- ⇒ Add a section on safeguarding to the staff handbook (first section) to include staff behaviour, use of technology and social media and staff/pupil relationships.
- ⇒ Transfer to the LDBS model for the SCR so that it easier to look at group on different tabs (copy sent to SBM). Ensure that the HT also signs to say when it has been checked.
- ⇒ Mark the cupboards in the classroom that contain the medical items with a first aid cross so that supply teachers etc know exactly where they are.
- ⇒ Ensure that visitors are informed of what to do in the event of a fire.