

Logic Studio School

Safeguarding review

Monday 30th September 2024

Objective

To review the school's safeguarding provision and consider whether it is effective.

Review team

The review was undertaken by Penny Davies, Steve Price and Ndulle Stevens (Tudor Park Education Trust) and Gemma Donnelly (Headteacher from Bedfont Primary School) on Monday 30th September 2024. The review was quality assured by Gayle Jenkins (Education Director / Trust Leader for Safeguarding at the Bourne Education Trust).

Overall conclusion

Safeguarding is effective. There are effective practices and protocols that support student safety. The school's coaching programme continues to evolve providing personal support for students. Technological practices, allowing greater information sharing, provide greater detail about students' needs and staff work collegiately to take appropriate action. Students speak positively about the impact of school life, how they feel safe on campus and how adults are available to support them.

Executive summary

Strengths

- *There is a strong safeguarding ethos throughout the school.*
- *Responsibility for safeguarding is distributed across the school.*
- *Students feel safe at the school and can confidently discuss its safeguarding systems.*
- *There are trusted adults in the school who listen and act upon students' concerns.*
- *Staff are knowledgeable about safeguarding processes and can articulate impact.*
- *Training is given a high priority. Thorough and accurate records are kept.*
- *The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) are proactive, well trained and knowledgeable.*
- *Filtering and monitoring procedures are strong and effective.*
- *School leaders are fully aware of their responsibilities and hold staff to account.*
- *School policies related to safeguarding are in place and applied appropriately.*

Next steps

- *Safeguarding is effective, and next steps are listed (later in the report) to improve further the school's provision.*

Strengths

Students

1. Students are protected and feel safe.
2. Students can identify a trusted adult with whom they can communicate any concerns. The adult listens to them and takes their concerns seriously.
3. Students feel empowered to deal with problems with their peers.
4. Students with SEND are well supported through the safeguarding and child protection policy.
5. A well-developed comprehensive coaching programme and counselling provision ensures good 'needs led' support for vulnerable students and particularly those with SEND. The coaching programme supports a holistic positive culture of support for all students.

6. The school's strategy for identifying students with hidden vulnerabilities is well established and supportive.
7. There are currently no alternative provision or part-time timetables. Work experience is risk assessed appropriately and strong procedures are in place for students attending.
8. Students have strong links with those in the community responsible for safeguarding as part of their assembly programme.
9. Students understand what bullying is and understand the difference between that and conflict.

Curriculum

10. The PSHE (personal, social, health & economic) curriculum provides opportunities for the teaching of safeguarding and is both appropriately sequenced and supported through the school's values and assembly themes.
11. School leaders have implemented the new Relationships, Health and Sex Education Programme (made statutory in 2020).

Leadership

12. The leadership of safeguarding is strong. The Principal understands his responsibilities in holding the DSL to account. There are extended safeguarding meetings to ensure that all are accountable.
13. The Principal ensures that the role of the DSL is clear, and the Trust job specification is in place.
14. Two members of the senior leadership team (SLT) have completed safer recruitment training, and this is up to date.
15. There are adequate cover arrangements for the DSL in place for any out of hours/out of term activities.

Governors

16. The Principal's reporting to the Academy Committee contains timely and accurate information regarding safeguarding with a trend analysis and items 'for action'.
17. Key responsibilities for safeguarding are allocated within the Academy Committee and reviewed annually.
18. The safeguarding governor meets the DSL frequently and reports back to the Academy Committee.
19. The Chair is responsible for responding and liaising with the local authority in the event of an allegation being made against the Principal.
20. Governors are all appropriately trained and in a timely manner.

Policies and procedures

21. Communication around safeguarding with all stakeholders is good.
22. All necessary policies are in place, up to date and available on the school's website.
23. The DSLs have been correctly appointed and approved by the Academy Committee.
24. The safeguarding and child protection policy is updated and is clearly reviewed against the latest KCSIE statutory guidance.
25. Safeguarding is a standing item at Academy Committee meetings and is regularly discussed in school meetings and communication.
26. The correct policies and procedures are in place for managing allegations including those made against the Principal.
27. The school has appropriate filtering and monitoring systems in place.
28. The school's file transfer policy is appropriate.
29. The school has a Recruitment and Retention Policy with direct referencing to safer recruitment procedures.

Records

30. The single central record includes sections 128 for relevant parties.

31. Safeguarding training records are stored centrally.
32. All staff sign the school's code of conduct annually.
33. All staff submit a school application form and they are signed. There are strong links and procedures for checking safeguarding compliance with outside contractors.
34. The key elements of the single central record and related personnel files are complete and accurate

Staff

35. School leaders have adopted innovative and interesting ways to engage all staff with safeguarding training.
36. All school staff (teaching, non-teaching, and volunteers) are aware of arrangements in place which support the protection and safeguarding of all children. Record keeping supporting this is complete.
37. All staff have read and signed part one of KCSIE 2024.
38. All staff are confident in being able to identify concerns early, provide help to students and prevent concerns from escalating.
39. There is a culture that all staff can raise concerns about poor or unsafe practice and that concerns are taken seriously by school leaders.
40. *My Concern* is well used and provides an accurate record of safeguarding incidents.

Training

41. The DSLs and DDSLs are all appropriately trained and complete refresher training in a timely manner.
42. School leaders have a complete and up to date training log for all safeguarding training for all staff.
43. School leaders ensure that all staff receive comprehensive child protection training annually and Prevent training every 3 years.
44. Staff training to support other vulnerable groups such as young carers and looked after students is seen as a priority and a training programme established.
45. There is ongoing training to support the statutory training requirements for vulnerable groups.

Communication

46. The website is kept up to date.
47. Public displays that signpost the school's safeguarding systems are visible around the school.
48. The system for recording the transfer of school files via *My Concern* or post includes an acknowledgement from the recipient that the file has been received.

Estates

49. Lockdown processes are in place and strong records of lockdown practice are evident.
50. Staff are able to discuss lockdown procedures.
51. The site is well kept and the perimeter fencing is secure.

Next steps

Students

1. Consider whether the three days of absence contact with the local authority is universally applicable, and consider formally what further measures can be taken in school to risk- assess non-attendance at an earlier stage.

Curriculum

2. The next review of the Relationship and Sex Education policy should evidence parental consultation.

Leadership

No next step

Governance

3. Ensure there is a timely succession and training plan for governors assuming the role of Chair and safeguarding governor, as well as all governors taking on additional safeguarding training provision.
4. Reference in minutes that all governors have seen the Trust's safeguarding policy and its local protocols are published. The DSI's job description is reviewed annually.

Policies and Procedures

5. The school should escalate its request for student files to the former school's LADO if there continues to be no communication.
6. The low-level concern database should be shared with the Principal, with the Director of HR supporting review and suggested actions.
7. Despite all IT areas being compliant, consider at the time of future policy and practice review, whether there is need for greater clarification around: bring your own device, acceptable use of work mobile phones and the routine stress-testing of the filter system.

Records

8. Implement a rolling programme of updating DBS checks over 5 years old.

Staff

9. Continue to develop a culture of staff self-referral, so that referrals are logged and acted upon appropriately.

Training

10. Ensure the Inclusion Lead and SENDCO undertake the advanced safeguarding training.
11. Review the level and style of training for shared and outsourced staff.

Communication

No next step.

Estates

No next step.

Steve Price

2nd October 2024