

**Excellence in Safeguarding Award  
Audit of the Safeguarding Procedures  
Academy: Goffs–Churchgate Academy**

**Date of audit: 25<sup>th</sup> February 2020**

**Consultant: Dr Joanna Goodman**



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

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## Summary

The purpose of this audit 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. The audit has been carried out to provide a specialist opinion and so help the academy improve and measure up to the safeguarding demands of the Ofsted Framework. It draws upon published guidance but also reflects judgements made in recent Ofsted reports.

The reviewer met with:

- The Principal
- DSL and DDSLs
- SENCO
- Teachers
- Support staff
- Facilities Manager
- E-safety Lead
- Learning Mentor
- HR Officer
- Safeguarding Trustee
- Students
- Attendance Officer
- Mental Health Lead
- Directors of Learning

## Overview

Safeguarding is at the heart of the academy's activities and the academy has robust arrangements with regard to keeping children safe. In this smaller than average academy community, nine members of staff have been trained to level 2, and the safeguarding arrangements are led and managed by a group of five members of appropriately trained staff from the SLT: DSL and four DDSLs. Their identities and contact details are prominently displayed around the academy. The safeguarding arrangements are overseen by a proactive Trustee who has a background in safeguarding, and who has an excellent understanding of safeguarding issues as well as the most up-to-date government guidance. As a result, students feel safe and have a good understanding of what safeguarding involves and know how to keep safe, including on-line. Additionally, through

frequent training opportunities and regular updates, staff have an excellent grasp of safeguarding and its wider implications. This allows them to implement preventative measures, for example, through identifying the most prevalent safeguarding concerns among their academy population and putting the right provision in place. These arrangements exceed the usual academy safeguarding arrangements and include effective attendance arrangements, where an attendance officer works in tandem with a learning mentor to provide not only effective monitoring of attendance, but also to provide support for parents and students where needed. This led to improved academy attendance. Another example of excellent practice includes the appointment of a mental health lead, who is a retired Met Police Officer, and who is proactive in raising awareness of mental health and its prevention, including arranging appropriate speaker visits, for example, a trauma surgeon. The academy senior leaders have been very successful in identifying staff skills that effectively match their responsibilities. They actively promote all areas of safeguarding and are proud of putting safeguarding at the centre of all academy activities.

## **Goffs-Churchgate Academy has been awarded the Incyte International Platinum Excellence in Safeguarding Award.**

### **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) have been RAG rated to show success of implementation.

<b>A What do staff know about safeguarding and how regular is staff (not just teachers) training?</b>			Grade
<b>Evaluation</b>			1
<p>The understanding of safeguarding, including contextualized and wider issues, by academy staff, including admin, support and facilities management staff, is outstanding. All staff participate in regular safeguarding training. Additionally, to promote the safeguarding culture and staff understanding, fortnightly staff safeguarding briefings provide updates and staff are quizzed on their understanding. As a result, staff knowledge and understanding are excellent and they feel that safeguarding is not something that is discussed just a few times a year as a particular subject, but that safeguarding is at the heart of all academy activities.</p> <p>Nine members of staff are trained up to level 2. In addition to the fortnightly designated safeguarding briefings, all staff receive an annual updated training that takes account of the latest safeguarding guidance, for example, KCSIE. Staff training includes Prevent and Channels training. Staff have a thorough understanding of different types of abuse, including sexual exploitation or modern day slavery, and have read part 1 of KCSIE 2019. The academy keeps a training record. Staff knowledge is strong with regard to acting on any concerns about the welfare of any student and CPOMS data management system is used effectively, and securely, for record keeping and information sharing on need to know basis. No paper records are kept. Staff also understand their legal responsibilities, for example, the duty to report FGM. They make a clear distinction about the 'early help' process and urgent safeguarding issues that require immediate referrals to children's services. Staff code of conduct is embedded in practice, including the use of social media, interactions with students or whistle-blowing procedures. Leaders ensure that staff understanding remains strong through frequent meetings, where staff understanding is challenged in a supportive way. The training covers topics such as children missing education, county lines, sexual harassment between pupils, peer-on-peer abuse or upskirting. The induction process is in accordance with the safeguarding guidance and, although at the time of the review the details of this process were not contained in the safeguarding policy, this will be now detailed in the amended policy.</p>			
<b>Key Recommendations</b>	<b>Response and by whom (for academy response)</b>	<b>By when (for academy response)</b>	<b>Complete</b>
<ul style="list-style-type: none"> <li>To continue with the level of training currently in place;</li> </ul>			
<ul style="list-style-type: none"> <li>To include the details of the induction process in the safeguarding policy as discussed during the review.</li> </ul>			

<b>B DSL's knowledge and understanding</b>			Grade
<b>Evaluation</b>			1
<p>Safeguarding leadership is effective and clear, and the DSL is a member of the academy leadership team, Deputy Principal. The DSL works with other DDSLs as part of proactive and visible Safeguarding Team, where each member has a specific responsibility, for example, SEND or educational trips. They have all been appropriately trained to level 2, inter-agency, including Prevent. This training is renewed at least every two years. The DSL's liaison with local agencies is strong and detailed records are kept on CPOMS (linked to the academy's SIMS system). All staff and governors/trustees are well aware of the role and responsibilities of the DSL and the safeguarding team. The DSL has excellent student knowledge and has a thorough understanding of all setting-specific and wider safeguarding issues, including local concerns. In addition, the DSL has a complete picture of safeguarding issues and individual students at risk. The DSL and DDSLs are fully available during the academy day and have an open attitude to discussing any safeguarding concerns. Effective links with multi-agencies and children's social services are evident and well maintained. The academy's culture of safeguarding is excellent and benefits from particular staff responsibilities that have been well-matched to particular staff skills, which is a testimony to high standard leadership provided by the DSL. Home support for students and parents is of high quality. Staff are accommodating with their time and offer professional expertise as appropriate. The safeguarding team works in accordance with government guidance, including early information sharing, and the safeguarding leads proactively follow up cases with external agencies. In-house support includes a counselor, learning mentors, a mental health lead, pastoral staff and support staff. The DSL is well aware of the working arrangements in the local area and understands data protection issues with regard to safeguarding.</p>			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
<ul style="list-style-type: none"> <li>To continue with leading, promoting and nurturing the academy's high quality safeguarding culture</li> </ul>			
<b>C Are sufficient time and resources allocated so that the DSL can discharge the safeguarding duties?</b>			Grade
<b>Evaluation</b>			1
<p>As safeguarding is seen as central to the work of the academy, sufficient time and resources have been allocated to this area. Staff are trained appropriately for their roles, and resources have been developed for information sharing and monitoring purposes. Generous meeting time allocation means that safeguarding is discussed on continuous basis, not just at certain points during the academic year. The DSL meets with the safeguarding trustee at half-termly intervals. The academy has an annually updated safeguarding policy and a designated safeguarding area on the academy website, where other associated policies are displayed and information regarding training sessions for parents.</p>			

<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
<b>D. The effectiveness of links with Multi agencies in particular, children's services</b>			Grade
<b>Evaluation</b>			1
<p>The academy has well-established links with local agencies and the CPOMS system is effective for information sharing and record keeping. The academy works in partnership with charities, for example, Chexx or Healing Minds to prevent any issues with regard to keeping students safe. Drug awareness is supported by talks delivered by external specialists. Police visit the academy to support teaching the students about keeping safe, including about the dangers of knife crime. Staff feel empowered to make direct referrals to children's services in cases of immediate risk, and good channels of communications allow for advice to be taken when needed. Direct contacts for local children's services are contained in the safeguarding policy and displayed in numerous prominently placed safeguarding posters around the academy, including academy toilets. Relevant information sharing happens through e-transfers or, if appropriate, hard copies are sent.</p>			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
None			
<b>E The effectiveness of safeguarding governor</b>			Grade
<b>Evaluation</b>			1
<p>The academy's main board oversight is at a Trustee level, additionally supported by local academy governance. The academy's safeguarding trustee is extremely effective in supporting and challenging the academy's safeguarding arrangements. The trustee has an excellent understanding of safeguarding and keeping children safe in education, having had a professional background in safeguarding and looking after children who were looked after. The trustee visits the academy on a regular basis and has regular meetings with the DSL twice per term. These meetings are supported by safeguarding reports. The academy governance has been appropriately trained in safeguarding. In addition, safeguarding is a standard agenda item on every board meeting and, as reported, safeguarding issues are regularly brought up in meetings. The safeguarding trustee oversees the single central register (SCR) and actively promotes governor training by improving the understanding of safeguarding with helpful visual diagrams. Governors' induction includes the subject of safeguarding. The board's safeguarding oversight is well established and takes account of the procedures and practice of the local authority. As observed, all working relations are co-operative, positive and supportive of safeguarding.</p>			

Key Recommendations	Response and by whom	By when	Complete
<ul style="list-style-type: none"> <li>To continue with the effective provision at board level.</li> </ul>			
<b>F</b> <b>The quality of the child protection files?</b>			Grade
<b>Evaluation</b>			1
<p>Child protection files and record keeping are detailed and of high quality. Information sharing and record keeping are via CPOMS. All incidents are recorded on this system, which has a two-tier access to ensure appropriate levels of confidentiality. The system sends automatic e-mails to the safeguarding team as soon as any record is made. These e-mails are supported with immediate face-to-face communication to ensure no delays in any communication. The system works well in practice and ensures on-going monitoring as appropriate. Detailed notes indicate that the academy takes appropriate steps if a student is at risk. Additionally, early warning signs flag up support systems, which are followed up. The safeguarding team are actively involved in preventing incidents from escalating as they are very sensitive, and well trained, to spot any early signs of potential safeguarding nature and put preventative measures in place, for example, with regard to self-harming. The access to and the storage of safeguarding records are appropriate and secure.</p>			
Key Recommendations	Response and by whom	By when	Complete
None			
<b>G</b> <b>What training/guidance is given to staff when they have to work with vulnerable pupils?</b>			Grade 1
<b>Evaluation</b>			
<p>Pupil information sharing is effective and appropriate, and staff know their students very well, including any SEND issues. Attachment training is offered through virtual academies, Herts, and staff find it useful. Regular safeguarding briefings are a forum for sharing information about any particularly vulnerable pupils. LAC are monitored as a cohort. Class charts are implemented for students with SEND. EVOLVE system provides effective management and risk assessment for academy trips, including any information about particularly vulnerable students and/or any special arrangements for these students. Organised academy visits focus on students' vulnerability with regard, for example, to local issues, and the Mayor was invited to address them. Staff insets provide additional information for staff, for example, with regard to supporting staff in teaching PSHEE or SMSC. Extra support is provided for children with medical issues and the academy works with external agencies to support them. The academy works well in partnership with other local academies to put effective transition arrangements in place. Frequent home visits are organised to gain more information about students and families, and this has a positive impact on supporting vulnerable students. The academy follows up Traveller</p>			

<p>children and keeps records of their locations, even when off academy. Strong mental health support, including external visits, competitions or work with relevant charities, is helpful to supporting staff as well as vulnerable students. Staff work effectively in teams, for example, the attendance officer and the learning mentor, to share key information to support students and parents. Through training and relevant information sharing, the academy is proactive in establishing preventative measures in order to minimize safeguarding incidents as far as possible.</p>			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
None			
<p><b>H</b>  <b>What procedures/checks are put in place where academy premises are used by other bodies?</b></p>			Grade 1
<b>Evaluation</b>			
<p>The academy seeks confirmation of safeguarding policies from outside agencies using the academy facilities, mainly out of academy hours. During the academy hours, only the swimming pool is used by pupils from other academies, that have their own safeguarding arrangements in place. The lettings are overseen by a designated member of staff, while the DSL is responsible for appropriate safeguarding arrangements, including safeguarding policies. When after academy activities take place for students from the academy, the premises are not used by other bodies. The management of outside lettings and record keeping are designated to a member of staff with this particular responsibility.</p>			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
<ul style="list-style-type: none"> <li>The DSL to continue with the monitoring of safeguarding arrangements for outside bodies using the academy premises</li> </ul>			
<p><b>I</b>  <b>Are there any looked after pupils and is the academy aware of the arrangements for them?</b></p>			Grade 1
<b>Evaluation</b>			
<p>The academy has good awareness of looked after children (LAC), including their particular vulnerabilities, and works with other agencies in supporting them. LAC are an identified cohort of students that is monitored as a group and individually. Effective information sharing alerts staff to any issues regarding this group of students. The academy has a LAC policy, which is aimed at promoting the educational achievement and welfare of LAC who are on the academy roll. It shows the academy's commitment to this group of students and their potential issues or difficulties. A designated trustee</p>			

is appointed.			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
None			
<b>J</b> <b>The effectiveness of the behaviour policy?</b>			Grade 1
<b>Evaluation</b>			
<p>The policy indicates the academy's commitment to ensuring conduct that is conducive to learning. It is aimed at promoting respect for others, achievement and confidence. The academy's expectations are clearly stated and the management of students' behaviour, including record keeping, is effective in reducing behaviour incidents, or providing student support, for example, in the form of 'safe spaces'. The academy strives to strike the right balance between sanctions and rewards, and, appropriately, positive behaviour management is emphasised. Exclusions, when they happen, are used as the last resort, and good relationships with a local PRU allow for later reintegration of some students, as appropriate. Other pastoral policies, for example, young minds mental health policy or drugs education policy promote students' health and wellbeing, and contribute positively to students' wider safeguarding arrangements. The students (KS3 and KS4) said that bullying was not a problem and they could always talk to a member of staff if needed. They have an e-system for reporting any bullying incidents, including cyber bullying. Students understand their system of rewards and consequences and know how to keep safe on-line. Those who were interviewed felt that the behaviour management was fair.</p>			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
<ul style="list-style-type: none"> <li>To continue with reducing the need to exclude students permanently through making provision accordingly for their complex needs.</li> <li>To continue to use the students' voice when reviewing behaviour management arrangements.</li> </ul>			
<b>K</b> <b>The effectiveness of the anti-bullying strategy?</b>			Grade 1
<b>Evaluation</b>			
<p>As reported by students and staff, bullying incidents are rare and when they occur, staff deal with them effectively. Records are kept and incidents are monitored using the academy's information management system, SIMS. A robust policy is in place that identifies a stage approach to bullying and pathways for reporting any incidents. It contains the definition of bullying and students are aware of what bullying is, including cyber-bullying.</p>			

Referral arrangements are effective and students are provided with appropriate support. The staff understand their duties with regard to reporting peer-on-peer abuse, should this happen. Students are taught and are aware of the protected characteristics. They are involved in anti-bullying arrangements as members of the anti-bullying team, supporting the anti-bullying academy culture. To promote this ethos, students participate in various initiatives, for example, the academy tree display or poem competitions.			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
<ul style="list-style-type: none"> <li>In the policy, stipulate arrangements for students with SEND</li> </ul>			
<b>L</b> <b>Pupils' awareness of who they can talk to if they have concerns.</b>			Grade
<b>Evaluation</b>			1
Students know the identity of the DSL and the safeguarding team. When talking to them, they indicated that they felt safe and that they would feel confident to talk to a member of staff if they had concerns. The academy has a supportive ethos and students feel that staff are approachable and that they could talk to them about their concerns. Clear safeguarding posters are conducive to developing this supportive culture and help students to identify people or services that they could talk to when needed.			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
None			
<b>M</b> <b>E – safety/online safety:</b>			Grade
<b>Evaluation</b>			1
Both staff and students receive guidance on how to stay safe on-line, including the use of social media. Effective policies, including internet usage policy or e-safety policy, provide useful guidance and contain monitoring arrangements. The academy has in-house security arrangements, including the maintenance and updating of filters, and the internet use is monitored, including e-mails. E-safety is appropriately considered as part of the safeguarding arrangements. Students are aware of how to keep safe when using the internet and know about reporting any inappropriate activities on-line. The academy actively supports parents on e-safety through relevant talks/presentations, and guidance. Staff are trained in how to spot any inappropriate activities and posters serve as a constant reminder. All staff sign a document with regard to appropriate social media behaviour and contacts. Guidance for staff includes appropriate use of the mobile devices. Students subscribe to the appropriate use policy and benefit from additional assembly presentations and the designated Internet Safety Day. Additionally, students are taught about trusting particular sources through interesting analogies to historical sources. Students who were interviewed did not suffer any incidents of cyber-bullying and felt confident in reporting them to staff should they occur.			

<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
None			
<b>N</b> <b>Is there an established personal, social, health and economics (PSHEE) education programme in academy?</b>			Grade
<b>Evaluation</b>			1
A well established, monitored and evaluated PSHEE programme is implemented through a cross-curricular approach and form time, and includes SMCS, FBV, RSE and careers education. In Years 7, 8 and 9, it is focused on "character charter" as appropriate for that age. The subject leader effectively supports staff through Insets and guidance in pastoral meetings. The academy actively promotes FBV, including tolerance, respect or democracy, and in addition to cross-curricular teaching, a cross-curricular day highlights all key themes. This provides greater focus for students, especially with regard to promoting British values and preparation for life after school. Students are aware of what these values are and understand the issues surrounding 'protected characteristics', although they needed a reminder of the term itself. They are taught about democracy or different faiths through history and RE, and in assemblies.			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
None			
<b>O</b> <b>Equality of Opportunity</b>			Grade
<b>Evaluation</b>			1
The academy's policies and their implementation are in accordance with the Equality Act 2010. Neither staff nor students feel discriminated against any protected characteristics, or on any other grounds. The SEND policy and practice support students with additional needs.			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
None			
<b>P</b> <b>Are staff trained in managing educational visits?</b>			Grade
<b>Evaluation</b>			1

Robust arrangements with regard to managing educational visits, include staff training and guidance on the use of the EVOLVE system for managing academy trips. All educational visits are risk assessed and appropriately evaluated. The management system for educational visits is part of local Grid for Learning and provides a very useful tool for effective and safe management of trips/educational visits. These arrangements benefit from a clear critical incident plan associated with educational visits. It provides valuable advice for trip leaders in case of an accident, life-threatening injury, fatality, terrorist incident, including being lost. The arrangements for off-site visits are robust and students benefit from the many opportunities that school trips offer, including trips abroad.			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
None			
<b>Q</b> <b>Are academy staff deployed in such a way as to ensure the proper supervision of students?</b>			Grade
<b>Evaluation</b>			1
Students are appropriately supervised around the academy, including academy breaks, and staff are proactive in their supervision. Effective arrangements are in place at the start of the day and at the end of the academy day.			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
None			
<b>R</b> <b>Is there a health and safety policy and is it being implemented correctly?</b>			Grade 1
<b>Evaluation</b>			
The academy has a health and safety policy that contains the statement of intent and appropriately sets out roles and responsibilities of different staff members. It contains information on risk assessments and fire procedures. This policy is implemented correctly by the facilities manger and records are kept of the usual safety checks, for example, PAT testing or fire safety checks. Contractors are used in accordance with the safeguarding requirements and their ID is checked by the academy.			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>

None			
<b>S</b> <b>Is there a first aid policy and is it being implemented correctly?</b>			Grade
<b>Evaluation</b>			1
The academy's first aid policy follows best practice guidance and is implemented in accordance with the expected standards; the same applies to other associated medical policies. Staff first aid training records are kept. Incidents are recorded as stated in the policy and appropriate records are kept. Medicines are stored in a lockable cabinet or a lockable fridge as appropriate. The first aiders oversee the storage of medicines.			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
None			
<b>T</b> <b>Admissions and attendance registers</b>			Grade
<b>Evaluation</b>			1
Admission and attendance registers are correctly maintained and are in an electronic form on the academy's SIMS system. The attendance officer is effective in managing attendance and following up any absences. Robust attendance arrangements are carried out according to a strict routine, where registers are closed at 8:50 am, and are followed up with text messages and phone calls home. Where no answers are received, home visits are implemented from 9:30 am. These arrangements are in accordance with good safeguarding practice and have resulted in improved attendance rates. Additionally, students and parents/carers benefit from the pastoral support provided by the academy learning mentor, who provides valuable support for any academy refusals or with transition arrangements. Currently the school attendance is 95%, which represents a recent improvement in attendance by about 3%.			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
None			
<b>U</b> <b>Site security</b>			Grade 1
<b>Evaluation</b>			
The academy site is very secure with regard to physical security and visitor arrangements, which are in accordance with the safeguarding guidance. Staff who are on duty additionally challenge visitors, as it happened in my case, providing an extra layer of security and sending the right message to			

any potential academy visitors. All staff and visitors wear badges around the academy. Visitors wear a visitor's badge, but no distinction is made between vetted or unvetted visitors. As appropriate, some visitors are given key safeguarding guidance on registration. The school has a clear lockdown procedure. This would be sanctioned if there was an intruder within the school or trying to gain access into the school.			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
<ul style="list-style-type: none"> <li>Consider the use of different identification badges for DBS cleared staff.</li> </ul>			
<b>V</b> <b>Has the academy got robust procedures to manage emergency situations?</b>			Grade
<b>Evaluation</b>			1
The academy has appropriate procedures to manage emergency situations, which are regularly reviewed and updated as required. The culture of excellent safeguarding practice and general vigilance around the academy are of benefit to managing emergency situations, should they occur. Additionally, clear lockdown arrangements provide unambiguous guidance for staff with regard to any school intruders. Likewise, robust guidance on emergency situations accompanies procedures for off-site visits.			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
<b>W</b> <b>Recruitment and the single central register (record)</b>			Grade
<b>Evaluation</b>			1
The single central register (SCR) is expertly managed and maintained by the academy's experienced HR officer. It is kept electronically in accordance with the safer recruitment guidance. It follows the academy's recruitment policy in its implementation. It is regularly scrutinised by the safeguarding trustee. The recruitment arrangements are in accordance with the government guidance and candidate interview panels contain at least one member of staff trained in safer recruitment. All written references are verified by phone calls, which is a best practice arrangement.			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
None			
<b>X</b>			Grade

<b>Pupils' awareness of safeguarding issues in an age-appropriate way</b>			
<b>Evaluation</b>			1
Students have good and age appropriate awareness of safeguarding, including keeping safe when on-line. They feel confident in reporting any concerns to a member of staff. They feel well looked after and safe at academy. They also benefit from age appropriate careers advice in preparation for their next steps. They are able to link PHSEE studied topics to the wider context of keeping safe and healthy. They are aware of potential dangers of grooming, for example, with regard to radicalisation or abuse. They also understand about keeping safe on-line and are being taught how to spot fake news, and being more critical with what they find on-line.			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
<b>Y</b> <b>Is there a child protection/safeguarding policy?</b>			Grade 1
<b>Evaluation</b>			
The academy's safeguarding policy shows the academy's solid commitment to keeping students safe, and its implementation and understanding are excellent. The academy's policy purpose is clearly stated. Safeguarding information is prominently displayed on the academy website and includes the main safeguarding statement, child protection policy, the safeguarding team and links to other useful documents from the Hertfordshire County Council, and guidance for parents on various social media platforms. Many relevant links, for example, to the NCPCC or CEOP are also provided. The policy contains a useful list of other associated policies. However, with regard to staff recruitment, it is recommended to outline the safer recruitment process or to clearly signpost on the body of the policy to the academy recruitment procedure. Members of staff with responsibility for safeguarding are listed in the policy and, although they are all members of the SLT, it is advised to include their status and contact details. The policy makes appropriate references to the most up-to-date guidance (KCSIE 2019).			
<b>Key Recommendations</b>	<b>Response and by whom</b>	<b>By when</b>	<b>Complete</b>
<ul style="list-style-type: none"> <li>To include job titles of the DSL and DDSs and their contact details;</li> <li>To outline the recruitment procedure or to signpost to the relevant policy.</li> </ul>			