

Safeguarding Review Visit Information

School Name: Crookhorn College	
Focus: Report of Visit	
Adviser: Sue Savory	
Local Authority: Hampshire	
Visit Reference: Inspection and advice	Date of Visit: 01/03/2024

Visit / Admin / Prep / Report writing Time: 1 day total
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Additional Advisers:

<ul style="list-style-type: none"> • NA
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Attendees:

<ul style="list-style-type: none"> • Headteacher • The DSL team • Safeguarding Governors • A number of teachers including some who have recently qualified. • Members of support staff including those with administrative roles, supervisory roles and teaching support roles. • Students across the year groups

Actions:

Action	Who	Timescale (enter a date only)
Contact details of the LADO – Independent Whistleblowing Charity or LADO?	Business Manager /DSL	Spring 2024
Ongoing safeguarding training throughout the year.	DSL team	Summer 2024
SCR tracker. Don't need to keep the physical SCR	Business Manager/ DSL	Spring 2024
APs as part of the SCR	Business Manager /DSL	Spring 2024
Training is beginning to be stored electronically – introduce RAG rating to the spreadsheet.	Business Manager/ DSL	Spring 2024
Opportunities to provide additional training for staff and Governors	DSL/ SG Governors	Summer 2024

throughout the year – use of case studies, quizzes, questions to perpetuate SG training.		
Children used as part of the Health and Safety walk.	Site Team/ Business Manager/ DSL	Autumn 2024
Investigating filtering and monitoring for other languages.	IT Manager	Autumn 2024
Work Experience – investigate whether there is any LA guidance around placements.	Spring '24	Sue Savory

Summary of Main Findings:

The College have a complex intake with a significant proportion of vulnerable children; 10% of children at the College have a social worker as well as a significant number of Looked After Children (LAC). Next years, year 7 already includes 9 LAC and 6 PLAC.

Safeguarding is at the heart of everything that happens in the school from staff wearing high vis jackets when on duty to multi layered systems being used to report any concerns about the student population. Communication is key to the success of these systems. Everyone is aware of their responsibility to report concerns, with the DSL team liaising with Heads of House, the attendance team and the pastoral team to ensure that any safeguarding or behaviour concerns are dealt with swiftly and customised interventions put in place to support the student. This has resulted in students reporting that Crookhorn College is a community where they are supported in feeling safe by spaces and trusted adults.

A website review prior to the visit identified that the College was largely compliant.

Activity Reason

- Management Partnership

Activity Focus:

- Inspection and Advice

Context:

The school was last inspected by Ofsted in April 2019 and was judged to be Good.

The visit was commissioned by the school to review the current safeguarding arrangements. The following activities were completed as part of the visit:

- Interviews with a range of school staff including:
 - Headteacher
 - DSL team
 - Safeguarding Governors
 - A number of teachers including some who have recently qualified
 - Members of support staff including those with administrative roles, supervisory roles and teaching support roles.
 - Single sex groups of students across the years.

- A review of documentation including:
 - Staff training records
 - Evidence that staff have read and understood key documentation including Keeping Children Safe in Education
 - Internal evaluation relating to the effectiveness of safeguarding
 - The annual safeguarding audit
 - The single central register
 - Policies relating to safeguarding
 - Head Teacher Reports to Governors
 - Website review prior to the visit

The visit is summarised in the following report.

Commentary:

Policies and procedures: A review of the website identified that all the policies have been reviewed and up to date. The site manager carries out site walks with the Business Manager to check that the site is safe. A recommendation is that they are accompanied by students from KS3 and KS4 who will identify different concerns. A 'defects' register is maintained where staff can report and track the reparation of broken equipment and concerns about the fabric of the building. All staff and Governors are asked to read and sign to say they have understood KCSiE as well as all the statutory policies. Most staff knew that the policies are available on the school's ITS Learning (VLE) site.

Personnel folders are maintained by the Business Manager/ DSL. There is a checklist at the front of each person's information to ensure all the information has been collected.

There is a Monday briefing newsletter that shares any safeguarding concerns with staff and SG Governors and reminds staff of any training/safeguarding procedures.

Roles and responsibilities: There is a team of four DSLs that have clearly defined roles. The Business Manager monitors all the systems and processes, an

assistant head teacher is the mental health lead, the Vulnerable Children Support Manager is responsible for vulnerable children and the Behaviour Manager supports families and liaises with Children's Services.

Governance: There are two safeguarding Governors who work together to share the responsibility of verifying the quality of provision in the school. Safeguarding is monitored by reviewing the electronic systems of safeguarding as well as checking the single central record and the returns made through the annual LA audit return. All monitoring visits carried out by the Governors includes a number of safeguarding questions that can be used when talking to students and staff. The Head Teacher reports to Governors always include a safeguarding report which includes the number of children on a CP and CIN plan. A piece of software known as Headteachers report could support the automation of data population: [The Headteacher's Report \(theheadteachersreport.com\)](http://theheadteachersreport.com). Those children who are adopted and post adoption. Training and changes to KCSiE. A record of referrals and updates to policies as well as reasons for using alternative provision and the checks that are carried out. There is also a section that reports on behaviour and a break down of the house points.

Governors participated in the whole staff safeguarding training at the beginning of the school year. It would be beneficial for ongoing training to happen throughout the school year maybe at the start of FGB meetings.

Training:

Training is facilitated by DSL/ Business Manager. She carries out safeguarding training at the beginning of the academic year. New staff, including Governors, and non-teaching staff receive induction training which includes safeguarding. The site team, including the cleaners receive separate training. All these presentations are stored on the school VLE for future reference. 'The Key' is also used for updated online training. It would be beneficial if all staff were made aware of the free HSCP training: [PowerPoint Presentation \(hampshirescp.org.uk\)](http://hampshirescp.org.uk). Most staff spoken to on the day were not aware of the role of the LADO within Whistleblowing.

One Governor is safer recruitment trained which is essential when recruiting a new Head Teacher. A recommendation would be request another Governor carries out safer recruitment training. The Business Manager is in the process of centralising the training log, using a spreadsheet to track what training has taken place. A suggestion was that this should be date stamped and RAG rated using conditional formatting so it is clear when training is due for renewal.

Recording and reporting: There are a number of systems that are used to report and record any safeguarding and behaviour concerns. There is a culture of reporting any concerns immediately to a DSL which are then sent to the DSL team by using a number of email addresses including DSL@, behaviour@ and Pastoral@ which are used by all staff to report safeguarding and behaviour

concerns, this is then triaged by one of the DSLs, managed and recorded either in 'Classcharts' which is used to report any behaviour concerns with 'Provision Map' used to record all communication about the students. Any staff reporting a concern receive an email to identify that their concern has been read with appropriated actions taken. More recently the school have purchased an addition to 'provision map' which is dedicated to recording safeguarding concerns. Again, these would be triaged and records and actions recorded. 'Provision Map' can be accessed by the pastoral team, Heads of House and the Senior Leadership Team. The school have also purchased an addition to 'Provision Map' called 'round robin' which can be used when there is a concern about a student. The software is set to contact only the staff that come into contact with this student and ask them to respond to questions about welfare and attainment or any general concerns. Any responses are then pulled into a comprehensive report. This was identified as a 'game changer'.

At the end of every day one of the DSLs speaks to the Head of Houses to discuss any immediate concerns they could have about students. Discussions around students are also discussed at weekly pastoral meetings and weekly PSSP meetings where students with an EHCP or those who are LAC are spoken about.

Pupils: Two single sex groups of pupils were interviewed. They spoke extensively about the safeguarding curriculum and identified how it supports them with understanding British Values, consent, mental well being and why they shouldn't take drugs, CPR, yoga, LGBTQ+ and online safety. Some of the students identified that they would like some financial management education within PSHE. Both the boys and girls mentioned the strength of the College community and feel safe as well as having a number of people they could talk to if they felt unsafe. The 'red button' on ITS learning was mentioned if students needed to report an anonymous concern. The girls would like to challenge the assumptions around rolling up their skirts; some said they did this because the skirt is too big.

SCR: The SCR is stored on an Excel spreadsheet which can be accessed by Human resources. The Business Manager also prints out a physical copy. It was identified that the physical copy is not necessary and a suggestion was made that the school might like to investigate the possibility of purchasing a dedicated piece of software like SCRtracker: [SCR Tracker | Education Today \(signincentralrecord.com\)](https://www.signincentralrecord.com). There was evidence of the following checks:

- Identity check
- barred list
- enhanced DBS
- prohibition from teaching
- people who have lived outside of the UK
- professional qualifications
- a persons right to work in the UK

- prohibition from teaching
- childcare disqualification

New staff, where the school are waiting for an up to date DBS check will shadow a fully checked colleague before working on their own with students.

In addition, assurances from supply agencies about agency staff are stored in the SCR.

Attendance: Attendance at the College currently sits at 91.5% with boys attendance at 92.5% and girls 90.6%. 21% of children are persistently absent (below 90%) and 27 students are severely absent. There has been a recent increase in attendance as a result of the increased EBSA support in the school. Interventions used to improve attendance include increasing mental health support, reduced hours provision and resilience timetabling which results in children returning to the College for certain subjects and certain times. As well as this the College send the children to three different APs.

The College also have an attendance team that follow up any absenteeism. As soon as a student is absent a text message is sent home. If this is not responded to within 24 hours then the student is flagged as having an unauthorised absence. If they are still absent after 3 days a home visit will take place. When a student who has been identified as being vulnerable doesn't attend school one of the attendance team will phone home. If this fails to receive a response a home visit will be carried out on the same day. A weekly briefing highlights children who have a concerning attendance record. There has been a recent increased focus on the timeliness of taking registers with staff being emailed to instigate a swifter response. If a student is marked as present in a previous lesson and doesn't arrive at the current lesson, an orange slip is sent to reception where the whereabouts of the absent student is investigated. Staff said it would be useful to be informed when a student is moved to the school inclusion unit' (SIU).

Site issues/Security: On arriving at reception, visitors are asked to sign in and show their badge. They are then provided with a visitors' badge which includes details of how to report any concerns about the students. All staff on duty wear high vis jackets so are easily identifiable. When walking round the school two members of staff challenged me and asked me why I was in school. The College have an extensive site team who carry out monthly building checks. If there are any concerns about the maintenance of the building staff use a site email for reporting purposes, this is then recorded in a 'near miss book'.

The College use a Linux based filtering and monitoring system which sends a real time alert to staff who will investigate concerning behaviour online. It is recommended that IT staff talk to the suppliers about monitoring key word entries in other languages.

Alternative Provision: Staff from the school spoke about annual visits to Alternative Provision (AP) settings to ensure that all the necessary safeguarding checks take place. At the moment those checks are stored in a physical folder. A recommendation is that the checks and dates that the visits are carried out could be stored in the SCR.

Links to newsletters:

[CASPAR | NSPCC Learning](#)

[Safeguarding In Schools](#)

[Safeguarding Network](#)