



LADO and Education Safeguarding Advisory Service

School Safeguarding Review Tool

Bower Grove School

2nd October 2024

LADO and Education Safeguarding Advisory Service School Safeguarding Review Tool

Observations made by the advisor during their visit will be recorded alongside any recommendations on the self-review tool. A completed review response will be sent to the school within 10 working days of the site visit having been carried out. The service will retain a copy of the completed document for a period of a year.

This document will enable a LADO Education Safeguarding Advisor to review arrangements for carrying out the school's functions with a view to safeguarding and promoting the welfare of children. The review reflects the policies, processes and approaches discussed with the school on the day, according to information and evidence shared by the school.

Schools should be aware that this tool is subject to frequent review and will be amended following learning identified from case reviews as well as local and national policy, guidance and legislation.

The Lado and Education Safeguarding Advisory Service will retain a copy of the completed document for a period of a year.

Name of School	Bower Grove School
School Address:	Fant Lane, Maidstone, Kent ME16 8NL
Name of Designated Safeguarding Lead	Maxine Brackstone
Number of Trained Deputy Designated Safeguarding Leads	9
Name of Designated Governor for Safeguarding	Maddie Jones-Arnold
Date tool was completed by school (DD MM YY)	16/09/2024
Date of onsite review (DD MM YY)	02/10/2024
Name of advisor completing the review	Gemma Lawford
Any requested key elements for advisor to focus on (if applicable)	General review

Background and school context <i>For example, number of children on roll, cases open to statutory services, male to female ratios, EAL, SEND, EHCP and pupil premium.</i>	<p>Bower Grove in a specialist school for pupils with social, emotional and mental health needs (SEMH) with pupils ranging from Yr R to Yr11.</p> <p>There are 235 pupils on roll, 209 boys, 26 girls All pupils have an EHCP.</p> <p>As of 16/9/24 there are; 14 LAC, 2 x CP, 5 x CHIN, 5 x EH and 4 C&F assessments in progress.</p> <p>47% pupils have an ASC diagnosis. 63% pupils are in receipt of the PPG.</p>
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The school were sent the audit toolkit to complete themselves and in the review itself this was used as a template for the visit. In addition to the toolkit, I:

- had a tour of the school**
- viewed the single central record**
- viewed policies and school website**
- viewed student’s safeguarding files**
- spoke to the Lead DSL and some of the Deputy DSLs**
- spoke to the safeguarding governor**
- spoke to 2 other members of staff individually who are not DSL trained**
- spoke to 4 students from different year groups.**

Ofsted

The school was last inspected on 19th September 2019 with overall effectiveness graded as Outstanding.

The arrangements for safeguarding were assessed to be effective. “Staff work diligently as a team to keep pupils safe. Staff know pupils and their families extremely well. Staff are highly vigilant about keeping pupils safe because they are exceptionally well trained. Regular updates ensure that safeguarding is firmly at the forefront of everyone’s mind. Staff are acutely aware of the risks that pupils face in their community and when online. They promptly report any concerns about a pupil’s welfare to leaders. Staff are exceptionally dedicated. They work tenaciously with other agencies and professionals, often going beyond what might be expected, to keep pupils safe”.

School Safeguarding Review Tool

Leadership and Management of Safeguarding

Role of the Designated Safeguarding Lead (DSL)	
Question	Please provide detailed evidence to support your response
<p>Is the lead DSL a member of the SLT and are they appropriately trained?</p> <ul style="list-style-type: none"> ○ Is the DSL given the time, funding, training, resources, and support to carry out their role effectively? ○ Is a DSL/Deputy DSL always available during school hours in term time and what arrangements are in place for any out of hours/out of term activities? ○ Is the lead DSL recognised as having overall responsibility for online safety within the school, including an understanding of the filtering and monitoring systems and processes in place? 	<p>The Lead DSL is the Deputy Head Teacher (Maxine Brackstone). Safeguarding is our Number 1 priority and additional CPD is undertaken and DSL briefings regularly attended.</p> <p>Each of our Assistant Headteachers is a DSL for their Key Stage/Pathway;</p> <p>KS1: Katherine Candy KS2: Reece Jacobs KS3: Tim Lawrence KS4: Candise Higgins, IMPACTS Pathway: Shaun Dowling, Designated Teacher for LAC: Vicky French Connected: Linda Bremerkamp</p> <p>A pastoral coordinators who manages day to day concerns, triaging and actioning when necessary incl ESafe: Sally Howson Headteacher: Maz Cleave</p> <p>There is always a DSL available both during school hours and outside of this, there is a safeguarding phone number published on the schools website for parents/carers to use. We have systems in place prior to holidays regarding who is on call and there is a FLO who makes welfare calls/home visits during longer holidays.</p> <p>The Lead DSL has overall responsibility for filtering and monitoring and has completed additional CPD in this area. The lead DSL has</p>

	also recently completed an LGFL Online Safety Audit along with the Technology team.
<p>Has your school identified appropriate staff to act as deputy DSLs?</p> <ul style="list-style-type: none"> ○ If so, who, how many and have they all received training to the same standard as the DSL? ○ Does the DSL work effectively with deputy DSLs to ensure they have appropriate oversight of safeguarding practice and concerns/cases? ○ Do regular DSL meetings/supervision take place? 	<p>See above. There are nine deputy DSLs, all of which have received the same training as the Lead except for the Filtering and Monitoring CPD which only one other has done.</p> <p>The safeguarding team is effective, there is a weekly DSL meeting to discuss pupils and an in-house DSL briefing termly to share key information and guidance as well as changes in policy and practice in school.</p>
<p>How is the DSL role promoted in school?</p> <ul style="list-style-type: none"> ○ How does the DSL team liaise with other staff on matters of safeguarding and welfare? ○ Does the DSL disseminate safeguarding information and learning to all staff and volunteers regularly? ○ How does the school ensure pupils and parents are aware of the DSL and their role? ○ How does the DSL help promote educational outcomes by sharing appropriate information about the welfare, safeguarding and child protection issues with staff? 	<p>Safeguarding training is delivered by a team of DSLs ensuring staff feel confident in raising concerns with any DSL. Staff will liaise with their AHT or the Pastoral team in the first instance, all are aware that if there is an urgent matter and they cannot locate a DSL to come to the office for a tannoy to go out.</p> <p>All supply staff, work experience students and volunteers etc are all spoken to by HR as well as a DSL to share protocols around concerns.</p> <p>There are leaflets in reception that are given to visitors when they sign in to share our protocols.</p> <p>There is a safeguarding page on the schools website with details about who the DSLs are and their role. Pupils are aware of who the DSLs are through posters and assembly discussions.</p> <p>The team of DSLs disseminate information on a need to know basis in the best interest of the child. DSLs frequently attend weekly team meetings and when needed teams staff into MyConcerns.</p>
<p>Is the DSL and wider leadership team aware of relevant local guidance from the local authority and safeguarding partners, and relevant national safeguarding guidance as identified in KCSIE?</p> <ul style="list-style-type: none"> ○ For example, LSCP, DfE, UKCIS and UK Safer Internet Centre 	<p>The leadership team are all aware of national and local guidance/advice as well as safeguarding partnership advice and matters identified in KCSIE 2024.</p> <p>Kent DSL briefing info as well as key headlines from THE Education Safeguarding Child Protection Newsletter and the KCSMP Newsletter</p>

	<p>are shared in our in-house termly DSL meeting as well as with other staff if relevant.</p>
<p>Does the DSL have an overview of children known to early help, children in need (CHIN), child protection (CP) cases and children in care?</p> <ul style="list-style-type: none"> ○ Are they regularly monitored? ○ Is there a written plan in place which identifies the help the child should receive and how concerns can be escalated? ○ Is the DSL proactive in developing links with partner agencies to support and safeguard children and their families? ○ Who in your DSL team attends multi-agency meetings such as CP core groups/conferences, or CHIN meetings? 	<p>Our processes in this area are robust, there is a list on Arbor (MIS System) for all staff to access. There is also a weekly safeguarding report emailed to DSLs with this as well as up-to-date case information for each of these pupils. MyConcern is kept up-to-date with professionals involved documented on each pupils profile page for ease of access. These are all monitored weekly.</p> <p>DSLs refer to the Kent Support Guidance sheet and where concerns do not meet these thresholds will signpost to extra help using both our in-school resource and external support agencies.</p> <p>The schools Community Police Officer is a regular visitor to Bower Grove, we have signed up to the Commitment Pledge and have invited and held a number of safeguarding workings for pupils; Knife Crime, Exploitation, Misogyny.</p> <p>Each DSL has their own case load and cases are allocated based on relationship with the pupil/family and capacity.</p>
<p>Are there mechanisms in place to follow up outcomes of referrals to other services such as Specialist Children’s Services?</p> <ul style="list-style-type: none"> ○ Is the DSL aware of the local safeguarding procedures to follow if there are any professional disagreements? ○ How frequently does this take place? Is this recorded? 	<p>All DSLs are aware of the escalation procedures and these have been used on a number of occasions.</p> <p>This has happened on four occasions and is documented in MyC under lessons learnt.</p>
<p>LADO and Education Safeguarding Advisory Service Comments:</p> <p>Bower Grove is a Foundation Day Special School for statemented pupils with learning and social, emotional and mental health difficulties (SEMH) including social communication difficulties and anxiety. The school was last subject to an Ofsted inspection in 2019 and was graded Outstanding.</p> <p><u>DSL arrangements and processes</u></p> <p>Maxine Brackstone is Deputy Head Teacher at the school, and as a member of the Senior Leadership Team (SLT) is appropriately placed to act as Designated Safeguarding Lead (DSL). Maxine presented as very knowledgeable in respect to her responsibilities as a safeguarding lead and is clearly committed to ensuring that Bower Grove School is a safe school for its staff and students.</p>	

Maxine is supported by a team of nine Deputy Designated Safeguarding Leads (DDSLs).

All DSLs have undertaken appropriate safeguarding training which is compliant with the relevant legislation. The DSL team is well promoted on the website under the safeguarding tab with names and photos of the safeguarding team available.

DSL meetings

Safeguarding meetings are held weekly with DSL's, minutes of these meetings are shared weekly and are kept by the DSL. The agenda includes vulnerable students, any actions etc. The meetings are well structured and considered an important part of the safeguarding process within the school. We discussed how a note needs to be added to the MyConcern record for each child discussed at the meetings. Extensive details do not need to be included within the DSL meeting minutes and it would be sufficient to record the child's initials or name, year group and any actions completed or outstanding – this is already happening within the current report. The current reports are clear to read and understand using a colour code to understand the needs of the children discussed.

Maxine has a good grasp of the MyConcern system used within the school and utilises well the reporting facilities the system provides. Maxine was able to quickly identify the number of referrals made this academic year and the outcomes. Maxine and the team are knowledgeable in when to use the escalation policy and reflected that at the present time there appears to be a distinct shift in the response received from KCC i.e. no response to referrals or enquiries. In comparison Maxine feels that Medway's responses are much tighter.

Maxine reviews on a regular basis the data the system holds to understand all areas of safeguarding within the school. She has easily to hand the numbers of children who are subject to CIN and CP plans or have professional intervention from partner agencies. This data is used to provide weekly reports for the SLT as well as updates for the Governors.

Three times a year (terms 2,4 and 6) there are wider safeguarding meetings which reflect on policy, practice updates and strategic planning. From these meetings and understanding the key safeguarding issues which have raised plans are made for external facilitators i.e. St Giles Trust, engagement with the parent group and additions to the curriculum.

Staff Supervision

All school staff are offered supervision. Maxine and the DSL team spoke about the good support system which exists through the SLT, DSL team and the SG Governor.

Scenarios

I gave the members of non DSL staff I met a scenario to demonstrate their knowledge of procedures for reporting concerns. The staff were aware of how to recognise and respond to concerns relating to the welfare of children. They were very familiar with the role of the DSL's and SLT in respect to safeguarding responsibilities. They knew how to add concerns to MyConcern and Sleuth and were confident these would be actioned in a timely fashion by the DSL team. They understood the importance of avoiding delay if they had immediate safeguarding concerns for pupil and would feel confident in contacting either Maxine or another DSL for immediate support.

In relation to concerns noted outside of school time and what to do if they were required to report an urgent concern to the front door this was something they could discuss with confidence. They were familiar with the term Front Door and that social services would be to whom safeguarding concerns should be reported. In an emergency they would also consider calling the police.

Staff discussed how the training provided at Bower Grove is given more of a priority to what they had received in mainstream schools previously which reflects the complexities of the students they support. They were well versed in the term contextual safeguarding and had a good level of knowledge on contextual safeguarding topics and the impact on the Bower Grove children. The staff feel that safeguarding is a priority for the school.

Online Safety

Maxine is very familiar with her responsibility for online safety and filtering and monitoring. The non DSL trained staff were aware of what filtering and monitoring related too and that the school have a system in place and what it does.

Governance	
Question	Please provide detailed evidence to support your response
<p>Has the whole governing body received strategic training on child protection and safeguarding (including online safety) at induction?</p> <ul style="list-style-type: none"> ○ Does this training equip them with the knowledge to provide strategic challenge so they can test and assure themselves that the safeguarding policies and procedures in place are effective? ○ Have all governors/trustees/proprietors read and understood KCSIE? 	<p>All governors complete the Strategic Safeguarding for Schools course E-learning Strategic Safeguarding Training for Governors via The Education People website. Governors complete this annually, the deadline for this has been given as the 30/9.</p> <p>All governors were given 10days from the date of the FGB (12/9) to sign to say they have read KCSIE 2024</p>
<p>Is there a designated governor for safeguarding and child protection (including online safety) who has received appropriate and relevant training specific to their role and statutory duties?</p>	<p>Maddie Arnold-Jones is our safeguarding governor and oversees safeguarding, child protection and online safety. Maddie is an experienced governor and is also a headteacher at a SEN school in Kent. Maddie completes three monitoring visits per year and is on the end of the phone should we need her.</p>
<p>Is safeguarding an item on the full governing body meeting?</p>	<p>No. Safeguarding forms part of the Strategy Meetings – three per year.</p>
<p>How does the school ensure parents/carers are aware of how they can contact the chair of governors to raise an allegation or make a complaint?</p>	<p>This is on the schools website under Complaints Procedures.</p>
<p>How does the governing body receive information and updates from the DSL?</p>	<p>The governing body receives updates on Child Protection & Safeguarding six times a year, at each of the Strategy Meetings (x3) as well as in each of the Headteachers Reports (x3). The lead DSL also delivers additional safeguarding training to governors once yearly, this focuses on an area that is key at that time so that all governors understand the issues being faced.</p>

<p>How does the governing body ensure the leadership team and relevant staff have an awareness and understanding of the appropriate filtering and monitoring systems in place?</p> <ul style="list-style-type: none"> ○ Do the leadership team and relevant staff have an awareness and understanding of the provisions in place and do they manage them effectively and know how to escalate concerns when identified? 	<p>The governing body address this in its monitoring visits and its questions in Strategic Forums, LST have an understanding of the systems used to ensure pupils/staff are safe through LGFL and School Protect. DSLs receive ESafe alerts which are addressed. Online Safety Interventions are put in place when needed to educate our pupils. These are documented for governors and shared in Strategy meetings.</p>
<p>How does the governing body/trust board receive assurances and evidence from the headteacher that safeguarding policies and procedures are implemented and followed by all staff?</p>	<p>This is through updates/presentations in the Strategy Governor Meeting x 3 yearly as well as updates in the headteachers report x 3 yearly. Robust governor monitoring visits x 3 a year also assist with this.</p>
<p>What steps have you taken to identify and address areas for improvement in the safeguarding arrangements</p> <ul style="list-style-type: none"> ○ Is this reflected in your monitoring visit forms/records? 	<p>Our previous monitoring visit highlighted developments in safeguarding for our connected pathway. We have now put a team around these pupils (previously 1 staff member) to include a member of SLT as lead, a coordinator to manage their provision and DSL as a champion for these pupila and a tutor employed directly be the school. Our safeguarding arrangements for this cohort are now much more robust with home visits, weekly welfare calls, regular PSP reviews and a pathway back into school if appropriate.</p>
<p>LADO and Education Safeguarding Advisory Service Comments:</p> <p>During the review I was able to speak with the Safeguarding Governor Maddie Jones Arnold. The school is fortunate to have Maddie who is a Headteacher of another SEN school in Kent. She has significant safeguarding knowledge and experience within a SEN school setting which she will draw upon in her role.</p> <p>Maddie and I discussed the expertise which exists within the SLT, DSL teams and staff group as a whole as they manage complex cases. Maddie recognises that the staff group advocate for their children as leaders, DSL'S, pastoral support and they fully understand the local context they operate within. The DSL team look to upskill their staff group and cascade up to date and relevant information and learning through their extensive CPD programme for all staff at the school.</p>	

I was informed that there is a strong and stable board of Governors with a variety of knowledge and experience. They have in date safeguarding training and appropriate expertise relevant to their particular roles and functions within the Governing Body. Maddie confirmed that safeguarding is a priority for the board. It features as a standing agenda item on all governor meetings, and they review the monitoring visit forms. We discussed how Maddie felt confident in her observations of safeguarding during visits to the school and her work with Maxine. Maddie has a high level of confidence that Safeguarding is a priority within the school, and that Bower Grove is a safe school. There is clearly a positive working relationship between Maxine and Maddie.

Maddie undertakes monitoring visits 3 times a year. The Chair of Governors reviews the SCR.

Maxine has completed Prevent, Online Safety_and Safer Recruitment training.

Safeguarding Policies and Procedures

What policies, relating to safeguarding, do you have in place?

Mandatory

Staff behaviour, including discipline, code of conduct and grievance (procedures for addressing)
 Statement of, or procedures for, dealing with allegations of abuse against staff
 Child Protection Policy and Procedures
 Behaviour
 Complaints

Delete as applicable

Yes
 Yes
 Yes
 Yes
 Yes

Other

Please provide details: *For example, Standalone Online Safety, Mobile and Smart Technology Policy etc. Acceptable Use Policy*

Question

Please provide detailed evidence to support your response

Is your child protection policy:

- Specific to your school and its local context?
- Reflective of current local and national guidance and legislation?
- Updated (at least) annually and/or following specific incidents, changes within practice, and/or statutory policy and guidance changes?
- Available to view on your website?
- Shared as part of induction with all new staff (including early career teachers (ECTs), supply staff, non-teaching staff, governors, pupils, and volunteers)?

The policy is a template taken from The Education People (via Kelsi), this is then personalised to the school and its context.
 This is reflective of all guidance and legislation incl the change in terminology to gender questioning.
 The policy is updated at least annually in line with KCSIE.
 The Policy is on the website under safeguarding.
 The policy is shared at induction with all new staff etc, there is also a child friendly version of the policy displayed in classrooms for pupils.

<p>Does your child protection policy reflect a whole school approach to child-on-child abuse?</p> <ul style="list-style-type: none"> ○ Do your policies reflect all forms of child-on-child abuse? ○ Are your policies and procedures clear that child-on-child abuse is abuse and is not acceptable? ○ Do your policies clearly recognise the important role staff have to play in preventing child-on-child abuse and responding where they believe a child may be at risk? 	<p>Yes, this is also reflected in the anti-bullying policy and its appendix which states our protocol when incidents occur. All staff are aware of their roles and are vigilant. Child on Child abuse will not be tolerated.</p>
<p>Is there a behaviour policy that is understood by all staff and volunteers?</p> <ul style="list-style-type: none"> ○ Does it address behaviour expectations, including searching, screening and confiscation, in line with statutory guidance? 	<p>Yes, this was updated in line with the guidance published in 2022.</p>
<p>Is online safety and your school's approach to it reflected in your child protection policy and/or wider safeguarding policies?</p> <ul style="list-style-type: none"> ○ Do the school's policies and approaches address the breadth of online safety issues as identified in KCSIE (the 4 Cs)? ○ Do your policies explain the appropriate filtering and monitoring approaches in place when pupils/staff/visitors use school provided devices and networks, both on and offsite and are the DfE filtering and monitoring standards being met? ○ Does your school have a clear policy on the use of mobile and smart technology which sets out how they are used/managed onsite? ○ Do the school behaviour policies include acceptable use of technology and staff/pupil relationships and communications, including the use of social media? 	<p>Online safety is integrated into our Child Protection & Safeguarding Policy and addresses the 4C's.</p> <p>Yes</p> <p>Yes, this is referred to in the Child Protection Policy, Code of Conduct and Acceptable Use Policy.</p> <p>Yes</p>
<p>How are pupils and parents made aware of your safeguarding / child protection policies?</p>	<p>Through the website.</p>

LADO and Education Safeguarding Advisory Service Comments:

Website

Prior to my visit, I conducted a review of the Bower Grove School website and the statutory policies, concentrating in the main on the Child Protection Policy. The website is well designed and has a clear menu of available options. Finding the school's policies was a relatively easy process- within just a couple of clicks which is positive.

The school's website has a page dedicated to safeguarding. Again, this is easy to locate and has a lot of useful and up to date information regarding safeguarding which includes details of the school's safeguarding team and contact information (safeguarding phone numbers and email address) and a wealth of links to resources regarding to online safety. This is a good resource for students, parents, and staff.

Child Protection Policy dated September 2024. The policy is on the website and easy to find. It records that Maxine has lead responsibility for online safety including filtering and monitoring as Lead DSL. The Safeguarding Governor is named within the policy along with contact details which is positive. There is also a child friendly Safeguarding policy on the website.

Behaviour Policy which includes Anti bullying Policy dated March 2024. Filtering and monitoring is included within the policy which also includes links to resources and organisations which may be useful for pupils and parents.

Whistleblowing dated May 2024, it makes it clear for staff to report concerns to the headteacher of the School and DSL and what the school will do.

Positive Handling Policy dated January 2009 but reviewed annually (last reviewed in March 2024). The policy is clear that the schools focus is to try and take preventative measures to reduce the need for positive handling. However, there are a number of situations where positive handling may be necessary. The policy sets out that safe handling techniques used will reflect the principles and guidelines as recommended by the Team Teach framework.

The policy includes information relating to the use of the Time Away Room. There are a number of time away rooms around the school setting which provide a safe environment for children who become dysregulated and are unable to remain in the classroom. There is an effective recording system when a child has the need to use the time away rooms. This recording enables the school staff to look for patterns/ triggers and escalation for individual children. The school also employs six pupil mentors who will engage with students who feel unable to remain in class but do not need the use of a time out room. Observations of pupil mentor interactions regarding regulation were positive.

These are all very detailed and comprehensive policies. Information included is up to date and relevant.

Record Keeping and Information Sharing

Question	Please provide detailed evidence to support your response
<p>What is the school's recording system for reporting safeguarding concerns?</p> <ul style="list-style-type: none"> ○ How does the school evidence the action taken and rationale/decision making by the DSL? 	<p>School uses My Concern as its Safeguarding software. Concerns are looged by members of staff and then these are triaged by the pastoral team (DSLs) who allocate cases accordingly. Actions are documented in the chronology or the concern and then once completed and addressed the rational to close the concern is then documented. The Lead DSL is then made the case owner who will then QA before filing these.</p>
<p>Do your individual safeguarding files include:</p> <ul style="list-style-type: none"> ○ a clear and comprehensive summary of any concerns/ chronology? ○ details of any action taken, rational for decisions reached and the outcome. 	<p>Absolutely.</p>
<p>Are child protection files/information recorded, stored and accessed securely?</p> <ul style="list-style-type: none"> ○ Do all staff understand the expectations regarding appropriate access and sharing safeguarding information in line with UK GDPR regulations/ Data Protection Act? 	<p>Only DSLs can view these files however individual staff members can view an open concern if they are made a team member. Staff are aware that information is on a need to know bases and is inline with GDPR regulations/ Data Protection.</p>
<p>Do all DSLs know how to complete a referral to social care/early help using the process relevant to the local authority in which the school/child is located?</p>	<p>Yes, all members of the DSL team except our newest member have completed this process. Our new DSL will shadow a colleague next time a referral is made to ensure they are confident in this process from there in.</p>
<p>How does the school ensure that child protection records are transferred in accordance with statutory guidance and data protection requirements? If so, how?</p>	<p>All records are sent to new settings within the five day period once we have confirmation they are on roll. Paper copies (if we have these) are hand delivered and a receipt obtained and MyC files transferred electronically, again with confirmation of receipt from the new settings DSL.</p>

LADO and Education Safeguarding Advisory Service Comments:

The school use the electronic safeguarding management system MyConcern. In addition, the school also use the recording system for behaviour recording system called Sleuth. Discussions with the safeguarding team and members of teaching and support staff identified that those consulted on the day felt confident in how to use the two systems and this is used appropriately across the whole staff group. Feedback is provided to staff when they add concerns to the systems. I discussed with Maxine the importance of ensuring that the two systems don't work in silo and all relevant information is captured on the child's MyConcern file. There are weekly safeguarding meetings where MyConcern actions are discussed as well as weekly behaviour meetings where Sleuth entries are discussed so both are reviewed weekly. With the level of need of the students I can understand why the school uses the two systems as if all behaviour logs were added to the MyConcern system this could lead to significant safeguarding concerns being lost. There appears to be good oversight and linking between the two systems.

During the visit I reviewed safeguarding files on MyConcern. The files viewed demonstrated positive examples of record keeping as records were clear and easy to understand. It was easy to see who had made the entry and that actions / follow up had taken place when required. I reviewed the file of a pupil currently not in school but is seen regularly as part of the Bower Grove Connected Pathway. The wrap around support was impressive and it was clear to see the support being provided. From the MyConcern record I could not see the child's voice reflected however this was much more evident in the Sleuth records.

I discussed with Maxine the importance of ensuring MyConcern files capture the voice and lived experience of the child. It can be easy to be process led and record the views of the adult. I found that the direct work undertaken with children is recorded on Sleuth so the work is being undertaken but may not be pulled through and reflected in the MyConcern recording. It could be that a summary of interventions with the child could be added to MyConcern to help capture the voice of the child i.e. half termly to reflect direct work undertaken and recorded on Sleuth.

KSCMP have highlighted that file management and record keeping is showing up within safeguarding practice reviews as a key area or theme for improvement. Therefore, there may be value in this area being given a regular slot in safeguarding meetings to ensure record keeping remains good enough in meeting the needs of the school.

Safer Staff Culture

Staff Training and Induction	
Question	Please provide detailed evidence to support your response
How do you ensure that all members of staff (and volunteers) are aware of and understand the school safeguarding policies and procedures?	<p>There is a clear training programme in place for staff. Annual training is delivered at the start of the year followed by additional CPD relevant to our school context. Today for example we have St Giles Trust in to deliver Extremism training to staff after school. Further training is then identified based on audits/trends.</p> <p>There will also be whole school safeguarding training each long term as well as additional..</p> <p>All staff receive a safeguarding bulletin weekly with key questions for debate. There is also a termly PowerPoint and quiz which goes out to staff to reinforce key messages and check for understanding.</p>
How does the school ensure that all staff have read and understood Part One/Annex A and Annex B of KCSIE (as appropriate)?	All staff are required to sign to say they have read and understood the contents of KCSIE 2024. These records are with the Lead DSL.
What is the safeguarding and child protection training induction process for all new staff and volunteers, including supply teachers, governors and contracted staff?	<p>New staff & volunteers complete the National College Safeguarding training on their induction day, followed by My Concern training in their first week.</p> <p>All staff receive a safeguarding bulletin weekly with key questions for debate. There is also a termly PowerPoint and quiz which goes out to staff to reinforce key messages and check for understanding.</p>
Have all staff had at least annual safeguarding and child protection training? <ul style="list-style-type: none"> ○ Does this include in-year starters, volunteers and contracted staff? ○ Does this include how to make a referral to social care? 	<p>Yes.</p> <p>Yes although this was only covered briefly due to the school having 10 DSLs and someone always being available to do this.</p>

<p>Have all staff had online safety training, at induction and as part of at least annual safeguarding and child protection training?</p> <ul style="list-style-type: none"> ○ Does this include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring in the school? 	<p>Yes this is covered as part of the annual safeguarding training, in addition there is a further session delivered as part of our comprehensive induction programme for new starters.</p> <p>There was additional training around this given to all staff in term 6 of the last academic year. There were four workshops and all staff completed them all; online safety the 4C'S), School systems (incl expectations of staff, filtering & monitoring), being safe online (preventing cyber-attacks, fraud, spam etc), the use of AI.</p>
<p>Have all necessary members of staff received adequate and appropriate training and guidance in relation to 'reasonable force', for example, school policies, risk assessments, de-escalation, and positive handling?</p>	<p>Yes.</p> <p>All staff undertake behaviour training and are Level 2 Team Teach Accredited, this is refreshed annually. 95% of this course focuses on de-escalation. In addition to this there is a whole staff meeting termly on behaviour to ensure regular reminders/knowledge is refreshed. There are also two additional behaviour training sessions built into our induction programme.</p>
<p>Do all staff understand the important role they have to play in preventing, recognising and responding to child-on-child abuse?</p> <ul style="list-style-type: none"> ○ How does the school ensure all staff recognise that even if there are no reports of child-on-child abuse, it does not mean it is not happening and it may be the case that it is just not being reported? 	<p>Yes, this topic is discussed regularly by staff and incidents are recorded and actioned. Regular training and team time ensures staff recognise this and act appropriately. School has clear processes in place. If DSLs were to become aware of incidents not being logged then further training would be delivered.</p>
<p>Are there any formal or informal supervision arrangements in place for staff? (Staff who work in early years should have regular face to face supervision as identified in EYFS and Section 11 of the Children Act 2004)</p> <ul style="list-style-type: none"> ○ How frequently does this take place? Is this recorded? 	<p>Previously when we had pupils in EYFS we have completed supervision. This is recorded. Currently we have no YrR pupils.</p> <p>Supervision happens in the form of weekly team times, DSLs will attend these based on safeguarding need and what has happened in the week.</p> <p>All staff know they can come and talk through their worries with the DSL team and the pastoral office is where this happens in the main.</p>

LADO and Education Safeguarding Advisory Service Comments:

The staff and Safeguarding Governor I spoke with highlighted the staff training and CPD available at Bower Grove as very positive and effective. I could see that the staff are well skilled and knowledgeable. Safeguarding is a priority, and staff are offered supervision in recognition of the high level of complex needs they deal with on a daily basis. Staff receive behaviour training and are Level 2 Team Teach Accredited, this is refreshed annually.

Managing Allegations	
Question	Please provide detailed evidence to support your response
<p>Does your school have a staff behaviour policy/code of conduct, including addressing expectations in relation to ‘low level’ concerns?</p> <ul style="list-style-type: none"> ○ How does the school ensure all members of staff, including temporary staff (for example, supply staff) and volunteers are aware of and understand the managing allegations procedures, including low level concerns? ○ Does the policy create and embed a culture of openness, trust and transparency in which the school’s values and expected behaviour are constantly lived, monitored and reinforced by all staff? ○ How does your school create an environment where staff are encouraged and feel confident to self-refer staff conduct issues? ○ How does the staff behaviour policy reference staff conduct and behaviour outside of school? 	<p>Yes.</p> <p>These are written in the Code of Conduct which staff read and have to sign to confirm they have read and signed this.</p> <p>Yes, an example of this was when a staff member alerted us that a member of support staff had friended a pupil on Instagram. Schools systems were used and this managed accordingly.</p> <p>Staff feel confident to share and be open and understand this is necessary to create a safe community.</p> <p>Staff know that if they have concerns about a member of staff they go to the Deputy Headteacher/DSL Lead or the Headteacher – this was reiterated in the recent training session.</p>
<p>How many allegations have the school referred to the LADO service in the past 12 months?</p> <ul style="list-style-type: none"> ○ Has the school contacted the LADO to raise any other enquiries? 	<p>The school has made eight LADO investigations in the last 12months, 4 of these for the same incident. Where we have been unsure a matter needs to be referred we have taken a consultation.</p>

<p>Are all low-level concerns and allegations against staff recorded and reviewed so potential patterns of concerning, problematic or inappropriate behaviour are identified?</p> <ul style="list-style-type: none"> ○ Including: <ul style="list-style-type: none"> ▪ a clear and comprehensive summary of any concerns ▪ details of how concerns were followed up and resolved ▪ referring to the LADO within 24 hours of an allegation being made ▪ a note of any action taken, decisions reached and the outcome. 	<p>All low level concerns and allegations are documented and recorded along with actions taken and outcomes. These are reviewed annually to look for possible trends (although this would be more frequent should a need arise).</p>
<p>Does your setting have a ‘whistleblowing’ policy/procedure?</p> <ul style="list-style-type: none"> ○ If so, has it been explained to all staff including temporary staff and volunteers? 	<p>Yes, this has been explained/reiterated to staff in our recent training and there are posters displaying how to do this in key areas around the school should staff etc feel this is necessary.</p>
<p>LADO and Education Safeguarding Advisory Service Comments:</p> <p>I gave the non-DSL trained staff a scenario to help demonstrate their knowledge relating to managing concerns relating to staff. Staff members were able to recognise behaviour which would make them feel uncomfortable and would require action to safeguard a child. They were clear they would report their concerns to Maxine or Headteacher Maz Cleave. They were confident that concerns would be actioned however should they feel this was not the case they were familiar with the school’s whistleblowing policy or if that failed the NSPCC whistleblowing policy. Staff knew they could contact the Governor’s if the school did not respond appropriately.</p> <p>I discussed with Maxine the changes to the LADO service which is now LADO and Education Safeguarding Advisory Service (LESAS) There is now a new LESAS Enquiry form which should be used for general enquiries i.e. if a matter requires a LADO referral or not, online safety or strategic education safeguarding question. LADO Education Safeguarding Advisory Service (LESAS) Enquiry Form (office.com) I have added the QR code which will take staff to the LESAS Enquiry form below for ease.</p> <div data-bbox="107 1070 405 1315" data-label="Image"> <p>A square QR code on a purple background. Above the QR code, the text reads: 'LADO Education Safeguarding Advisory Service (LESAS) Enquiry Form'.</p> </div> <p>Should a referral to the LADO service be required due to the Harm threshold being met, the referrals are still made via the LADO portal found on KSCMP website.</p>	

If the school need to seek a consultation for an individual child or family, this is now done through the front door.
<https://kccchildrens.kent.gov.uk/> 03000 411111 (Out of Hours: 03000 419191)

Safer Recruitment	
Question	Please provide detailed evidence to support your response
<p>How do you ensure accurate information is recorded on your SCR in line with KCSIE?</p> <ul style="list-style-type: none"> ○ How often is it reviewed and updated? ○ How many people have access to it, who, and reason for access? <p><i>*Please note, whilst the service may spot check the SCR, the school remain accountable for the information it does/does not contain.</i></p>	<p>We have a HR Manager who is also a member of the Senior Leadership Team who completes this. This is updated as necessary and audited termly by the DSL Lead and Headteacher.</p> <p>The only other person with access to this is the HR Assistant who inputs information for new staff.</p> <p>We are in the process of moving over to online scr and are currently running this system along with our spreadsheet system until we are confident in this which we hope to be by December.</p>
<p>Are appropriate staff and governors trained in safer recruitment processes in line with current national guidance?</p>	<p>Yes. All SLT have received this training and our responsible for recruitment processes.</p>
<p>Are mechanisms in place to identify staff who may be disqualified under the Childcare Act 2006?</p>	<p>Yes</p>

LADO and Education Safeguarding Advisory Service Comments:

Members of the SLT are safer recruitment trained.

Supervision for the early years staff is provided by Katherine (AHT for KS1).

The SLT and DSL provide support and supervision for each other but are equally able to seek and receive support and advice from the local cluster schools which provides a wide range of support and advice if required.

The new SCR is of a good standard will all of the relevant tab's present there has clearly been a lot of work setting up the electronic version. I can confirm the school no longer require a leavers tab as part of the SCR.

Curriculum and Child Focused Practice

Question	Please provide detailed evidence to support your response
<p>Does the school have clear set of values and standards that are upheld and demonstrated throughout all aspects of school life?</p>	<p>School has a clear aim statement and strap line. Our three core values for pupils are the 3R's; respect, responsible and ready to learn. These standards are clear for all and are embedded into our school culture.</p>
<p>How does the school evidence that the voice of every child is heard within the school?</p>	<p>We have a number of forums to assist in this process; school council, reading ambassadors as well as house captains and vice captains. All pupils are expected to complete an annual survey.</p>
<p>How are children taught about how to keep themselves and others safe, including online?</p> <ul style="list-style-type: none"> ○ How does the curriculum prepare pupils for life in modern Britain and create a culture of zero tolerance for bullying, sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment? ○ How does the school tailor their education approaches to ensure vulnerable pupils receive appropriate information and support? 	<p>We have established an SMSC Pathway (Spiritual, Moral, Social, Cultural) which encompasses; World Beliefs, Theme of the Fortnight, Personal Development, assemblies, Aspire, Work Experience and Residential which pupils understand help to prepare them for life outside of Bower Grove.</p> <p>We also have a number of workshops throughout the year for pupils; Knife Crime, Street Fist Aid, Criminalisation, Exploitation, Mysogny, Anti-Bullying, online safety and more.</p> <p>Assemblies are vital to get key messages across in an age appropriate way as these are split into Key Stages.</p> <p>Staff role model expectations and challenge unacceptable behaviour.</p> <p>All our pupils are considered vulnerable however more time is allocated dependant on need, our schools community police officer is a frequent visitor and has also delivered intervention to our pupils.</p>

<p>How does the school evidence that children understand what is meant by child-on-child abuse in all its forms?</p> <ul style="list-style-type: none"> ○ Does your PSHE/RSHE curriculum educate children in an age/ability appropriate way regarding healthy and respectful relationships, boundaries and consent, online safety, sexual harassment, sexual abuse and exploitation and sexual violence? 	<p>Yes, this is covered in Personal Development lessons, Assemblies and workshops. External speakers have proved extremely useful and made difficult topics more relatable.</p>
<p>How does the school assure themselves that children feel that any concerns reported are taken seriously?</p>	<p>Through the development of relationships between staff/pupils, assemblies, information displayed around the school. We also ask pupils this very question in our pupil survey. We have also implemented 'time to talk' which are 1:1 sessions that pupils can book to speak to adults.</p>
<p>How are children and staff encouraged to challenge discriminatory behaviours and language of any kind?</p>	<p>This is part of the schools code of conduct and behaviour policy. All staff are aware of the expectations of this as well as how this is to be recorded. External workshops have helped to empower pupils that some actions are not appropriate. Our pupils on the whole do not tolerate this of their peers.</p>

What steps have you taken to ensure your practice is inclusive, and considers the needs of all pupils, staff and parents/carers?

- Does the staff group reflect the diversity of the community they serve?

The steps we have taken are to create a positive and supportive environment promoting Inclusivity and a culture that values diversity and inclusion. This is reflective in our pupils and staff.

We establish positive relationships encouraging positive interactions among pupils, staff, and parents/carers. This is facilitated through team-building activities, open forums, and regular communication.

We develop a Holistic Understanding of Needs for pupils and their families. Many of our parents/carers have their own SEMH and learning needs and we are mindful of this to break down barriers.

We promote wellbeing for all: Implement programmes that focus on the social and emotional wellbeing of pupils and staff. This can include mindfulness sessions, peer support groups, and mental health resources.

We encourage participation and an environment where all pupils feel valued and encouraged to participate in school activities, clubs, and leadership roles.

<p>What systems/support are in place for children who are potentially at greater risk of harm?</p> <ul style="list-style-type: none"> ○ For example, children who need a social worker, children missing or absent from education, children placed in alternative provision, children requiring mental health support, children with SEND, children who are Lesbian, Gay, Bisexual or Gender Questioning? 	<p>There are 10 DSLs each one overseeing a specific group of pupils, we also have a medical lead who is a Mental Health First Aider and leads on Medication, SPA Referrals, CAMHS and a FLO who provides early/extra support for pupils and their families. We also have a variety of therapy and interventions as well as pupil mentors who work with pupils 1:1 on a variety of things. Each pupil also has a staff mentor to talk to, these are assigned dependant on relationship to ensure pupils feel comfortable in their conversations.</p>
<p>How does the school engage all parents/carers with safeguarding and online safety?</p>	<p>School runs a parent support group as well as a connections group to ensure parents/carers feel supported and have a network around them. Key safeguarding messages incl those around online safety are shared on the schools website, through social media and in school newsletters.</p>
<p>LADO and Education Safeguarding Advisory Service Comments:</p> <p>I was fortunate to meet with a group of 6 students from different year groups. They were all polite and engaging students who all said how Bower Grove is a safe school and somewhere they feel happy and safe. The children were confident in discussing the Safeguarding Team within the school and it is clear the team is well advertised the school on posters and in assemblies. When asked what makes them feel safe, they stated;</p> <p>The staff and the help they give them Their friends The environment /building The explorer club – safety in the community.</p> <p>All the pupils felt the building was safe and there were no areas that they avoid or feel uncomfortable in. One pupil stated she worried about the younger children in the school at pick up and drop off with all the taxi's but when we discussed it further, she recognised the school have it very well organised with staff present to ensure safety and this was not a genuine safety concern.</p> <p>They knew that visitors wear stickers. Lanyards are not routinely worn as this could be a potential health and safety risk for staff.</p> <p>They identified there are safe places where pupils can go within the school if they feel worried and there is wellbeing support available.</p>	

We talked about the different things they learn in school to help them feel safe both at school and out in the community. They all felt the school helps them learn lots including safety in the community through sessions outside of the school building to online safety and friendships/relationships.

Health and Safety

Question	Please provide detailed evidence to support your response
<p>Has the school undertaken appropriate risk assessments regarding site safety and security?</p>	<p>Yes, there is a H & S team which the lead DSL is part of. Regular H&S walks take place. As a school we also practise fire and in-evacuation drills as well as lockdown procedures.</p>
<p>Does the school have a secure boundary?</p> <ul style="list-style-type: none"> ○ If not, what measures have you taken to ensure that children are always safeguarded? 	<p>Yes</p>
<p>What are the ID checks/processes for all visitors on site?</p> <ul style="list-style-type: none"> ○ How would staff/children differentiate visitors? 	<p>Visitors to school are all signed in through inventory and wear a sticker. External Therapists have a green lanyard, and governors wear orange. Staff and pupils are confident to question unknown adults.</p>
<p>Does the school have emergency planning procedures, including evacuation and lockdown procedures?</p> <ul style="list-style-type: none"> ○ Are all members of the school community aware of the processes, including their role and responsibilities should evacuation/lockdown be required? 	<p>Yes, there are clear processes in place for all eventualities, these are practised throughout the year and staff/pupils are confident in this process. Staff are aware of their responsibilities and tasks in these situations.</p>
<p>If the school hires out facilities/premises to organisations, how do you ensure that appropriate arrangements are in place to keep children safe?</p>	<p>The school hall/sports hall and car park are all hired out regularly (outside of the school day). The site team sweep these areas before pupils access them the following day.</p>
<p>LADO and Education Safeguarding Advisory Service Comments: I observed the morning routine as the children arrived on site. The majority of students arrive via school transport and taxis. School staff organise this transition and great thought has been provided as to how this works to ensure the safety of the students given the limitation of space at the front of the school building and the residential location. After arriving on site in their transport all children wait in their vehicles until</p>	

the bell rings. They then move to the playground and line up in their classes before being escorted into the building. The start of the day was calm and provides a positive experience for the children upon arrival at the setting.

After the children have arrived the main gate is locked which provides a secure perimeter to the school site. This will limit the opportunity for anyone to access the setting without being buzzed in by reception staff. I was signed in at reception, provided with a visitor sticker, and a safeguarding information sheet which is of a good standard. Whilst I was wearing my own KCC lanyard which was visible this was correctly reviewed by the office staff.

LADO and Education Safeguarding Advisory Service Summary

Maxine was clearly committed to this review and provided all the necessary information as well as arranging for me to speak to staff and students. We were able to critically reflect on current safeguarding practices discussing what's working well and looking to identify any learning points. Safeguarding practice and procedures are well established and are working very well at Bower Grove School. The DSL team have a wealth of experience between them, and they have a clear understanding of their roles and responsibilities. They use purposeful meetings to review and discuss children as well as data and information from recording systems.

The DSL team work with a number of children's services due to the distances children travel to the setting. The team understand the different process for each area and will use the escalation policy when required, which ensures they are challenging decisions to achieve the best outcomes for their students.

Recording is of a high standard. My advice to Maxine is to ensure that the child's voice is captured in the recording on MyConcern and not just on Sleuth as discussed earlier in the report.

Maxine (along with other DSL's) are respected by staff for their knowledge and experience. The hard work and commitment of the team is recognised by staff and Governors.

There is a genuine passion for ensuring that the children at Bower Grove Primary School are given the best opportunities and support for them to do well in all aspects of their learning and development. The connected pathway is an area the school have worked hard to develop to ensure children receive education and safeguarding services even when not in the school setting.

There are strong aspirations for all children who attend the setting with links with local colleges Mid Kent, Medway College etc. The SLT always look for new ways to broaden the curriculum and provide real world experiences in order to help inspire and prepare their students for life beyond Bower Grove.

Emotional and Mental health support for students is also a strength and area with great investment of time and resources with intervention teams, counsellors, drama therapy and NELFT funded services available. There is an emotional regulation lead and student support workers. This all helps the children in their development and mental health during their time in the setting.

Students were very complimentary about the school and the interactions with staff spoke volumes. They could name who they would speak to if they are worried or upset. Whilst the DSL works well and is promoted within the school, I feel this could be developed further with the DSL team being promoted in a more visual way within the school i.e. photos on the visitor leaflet, poster in the school office and more areas around the school.

The curriculum and staff training are both extensive and well thought out ensuring that all areas of contextual safeguarding is considered. Safeguarding awareness and learning is an ongoing feature throughout the school year and well received by the staff group. The DSL team monitor trends and are responsive in adapting the curriculum and training to address specific needs and topics local to their setting.

There were no concerns that needed urgent attention and I have not been required to provide any recommendations or guidance to help improve the safeguarding practices within the school. It was positive to discuss some recording points which I was able to clarify but this again evidenced the high standards within the school.

It was a genuine pleasure to visit Bower Grove Primary School.



Signature of Advisor: _____

Name/Role: Gemma Lawford

Completion Date: 5th November 2024

