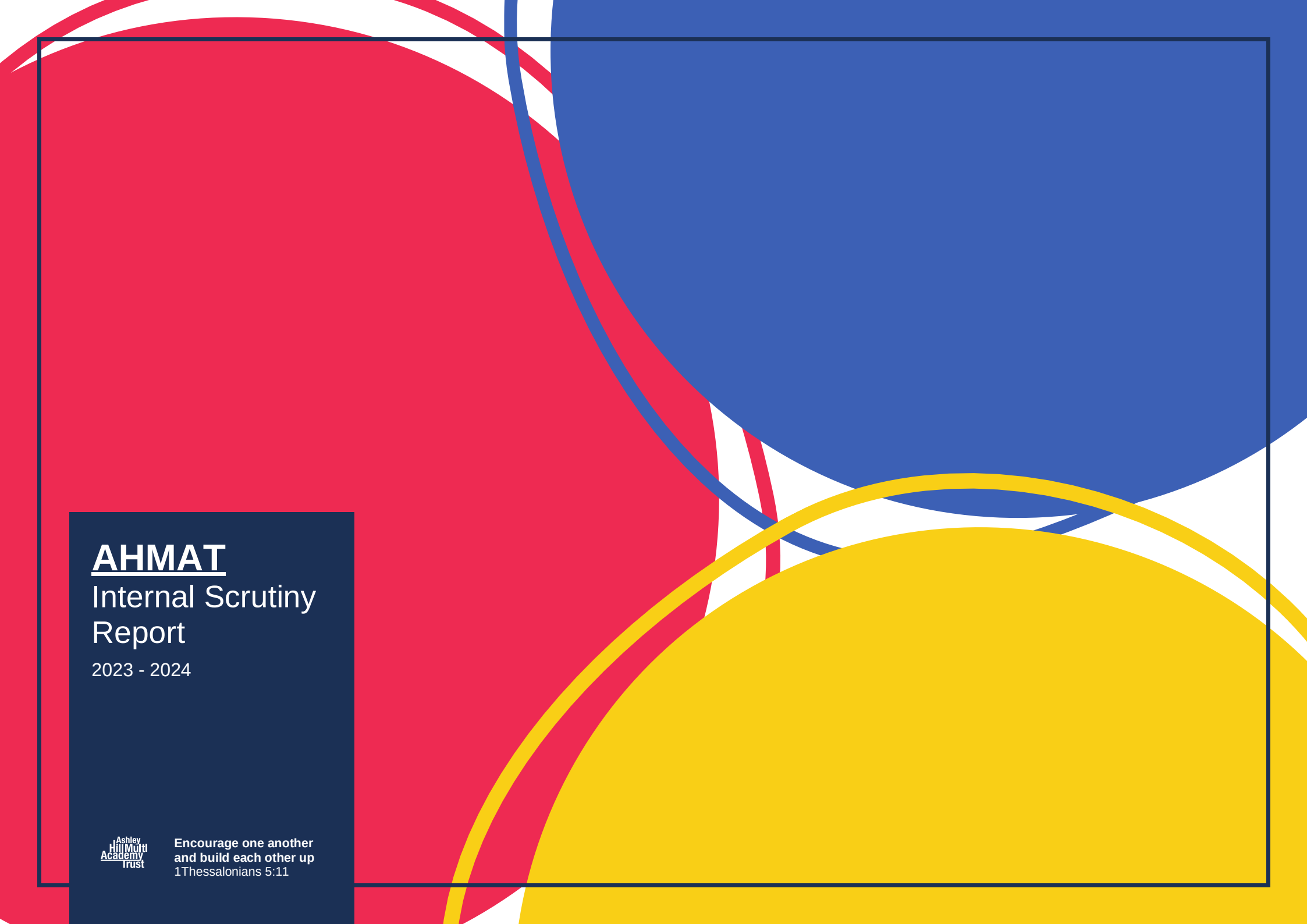




AHMAT

Internal Scrutiny Report

2023 - 2024

Purpose of Visit

Safeguarding Audit

Bisham Church of England Academy is part of the Ashley Hill Multi Academy Trust

The following activities took place before and during the audit:

- Review of all policies related to the safeguarding audit
- Meeting with the Head Teacher and Designated Safeguarding Lead
- Meeting with the Business Manager
- Review of Single Central Record
- Review of the Safeguarding log

The audit had previously been arranged for a different school in the Trust. Due to the change in date and location the audit was predominantly a review of procedures and processes.

Recommendations

Green: Small Recommendations to offer best practice

Amber: Recommendations need attention

Red: Urgent actions need to be taken

Executive Summary

Bisham Church of England Academy is a school which puts the best interests of their pupils at the heart of everything they do. They have an open and positive culture around safeguarding. The safeguarding team led by the Head Teacher as Designated Safeguarding Lead are also prepared to make difficult decisions to ensure the safety of their pupils. They do not shy away from their responsibilities. The Head Teacher has established a safe environment for all pupils and has ensured any changes are well-communicated to parents and carers.

The Trust level policies are thorough and ensure there are robust procedures in place for the school to follow. All the information and processes are clear. Policies are shared with parents via the website and newsletters. The Trust also supports the safeguarding team by providing advice and supervision.

The safeguarding training programme is of a high-quality standard and ensures that staff receive the relevant knowledge to support them in fulfilling their safeguarding responsibilities. Safeguarding training is provided in person and via SMART log and Educare. In addition to direct safeguarding training, the programme covers a range of topics such as online safety, GDPR and Equality and Diversity. As a reflective practitioner, the Head Teacher, prior to the audit had already decided to introduce quizzes to ensure knowledge was embedded. By analysing safeguarding logs further, it will help the Head Teacher decide on the upcoming safeguarding training priorities for next academic year and share this in-depth analysis around the school's context with staff.

As a school that is child centred, it is important that pupils can learn in a safe environment and Bisham C of E Academy has achieved this. The Head Teacher reported, since September, a calmer environment has been established and staff understand their responsibility around the continuation of learning. This has been achieved by ensuring a consistent approach around behaviour, using de-escalation techniques and developing pupils' self-regulation skills. Underpinning all of this, is maintaining a child's dignity and identifying the cause of any extreme behaviours.

There are robust procedures and processes in place around safer recruitment and managing allegations. The school's Single Central Record logs all the relevant checks and is maintained to a high standard.

Although, we were unable to meet with the safeguarding link governor it is clear they fulfil their role and have strategic oversight of safeguarding within the school.

Safeguarding at Bisham Church of England Academy is effective.

KCSIE (2023)	Expectation	Evidence	Findings	Securely Met/ Recommendation
Section 1: Safeguarding for all staff				
KCSIE 1.2 KCSIE 1.3	Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.	Safeguarding Policy HT discussion Case Study	The policy makes it clear that the child is at the centre of all processes and procedures. The policy applies to all staff and the word 'staff' is defined so it is understood that everyone has a responsibility around safeguarding. The policy includes maintaining an 'it could happen here' attitude.	Securely Met
KCSIE 1.51 KCSIE 1.52	Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.		There are appropriate sign-in procedures for visitors and contractors. The school also has a leaflet outlining safeguarding information. The school has a green/red lanyard approach so that all staff know if a visitor has an enhanced DBS or not. All visitors are required to wear their lanyard at all times. The leaflet also outlines the school's safeguarding statement and the expected behaviour and conduct. The HT ensures that all staff know that safeguarding is everyone's responsibility and that they must maintain an 'it could happen here approach.' This is done by repeating the message regularly and	Securely Met

			using questioning during briefing. This culture is also reinforced through training and INSET days. The HT wants to establish regular quizzes to embed knowledge. Case Study- discussed which shows the school always acts in the best interests of the child. Referral to social care, which resulted in a CP plan. Now at CIN.	
KCSIE 1.7	All staff have a responsibility to provide a safe environment in which children can learn.	Safeguarding Policy Behaviour Policy HT discussion	The trust level behaviour policy is based upon their vision of 'encourage one another and build each other up.' Furthermore, a restorative approach is used to resolve any conflict. The school rules are clear and expected to be applied consistently - be respectful, be responsible, be safe. These rules are applied across the trust. As a trust and school, they recognise that the presentation of certain behaviours can indicate an unmet need or potential abuse. As a result, relationship building for all stakeholders is key. They also investigate the potential reasons for any extreme or changes in behaviour. Pupil voice completed by the HT evidenced that pupils feel safe in school.	Securely Met

KCSIE 1.8 KCSIE 1.15 KCSIE 1.20	All staff should be prepared to identify children who may benefit from early help All staff should be aware of their local early help process and understand their role in it. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who is vulnerable	Safeguarding Policy HT discussion	This is covered through the school's training programme and safeguarding policy.	Securely Met
KCSIE 1.10	Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as local authority children's social care	Safeguarding Policy HT discussion	The Head Teacher is the Designated Safeguarding Lead and there is also a DDSL. Although the current DDSL is leaving, a new deputy is being trained to take on this role. In addition, there is a member of staff who works across all trust schools who is going to receive enhanced safeguarding training. Supervision is in place for the safeguarding team. A scenario was discussed about what would happen if the DSL was offsite. Appropriate procedures are in place.	Securely Met
KCSIE 1.11 KCSIE 1.25	The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.	Safeguarding Policy HT discussion	All concerns are logged on Arbor, but the DSL and DDSL regularly 'catch-up'. They use this time to go through concerns, what has happened and next steps. This ensures all members of the	Securely Met

			safeguarding team have the full picture. The safeguarding team have a full understanding of the school's safeguarding context and that of the local authority.	
KCSIE 1.13	All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. Copies of policies and a copy of Part one (or Annex A, if appropriate) of this document should be provided to all staff at induction. Child Protection Policy Behaviour Policy Staff behaviour Policy/Code of Conduct Safeguarding response to children who are absent from education Role of DSL (Inc the identity of DSL and any deputies)	Safeguarding Policy Online Safety Policy Behaviour policy Code of conduct	Staff receive safeguarding training at induction. Policies are received and signed to say they have been read. The trust has an induction list in place, but the HT is considering tweaking the list to reflect specific roles. All training is completed on SMART log and new staff have a meeting with the HT to discuss safeguarding. This meeting will cover who makes up the safeguarding team, what to do if there are any concerns and who is the safeguarding link governor. Induction will also cover the importance of taking the attendance register and the staff member's legal responsibility. Teachers and parents are aware the HT speaks to the local authority Educational Welfare Officer.	Securely Met Put a slide into training around the school's response to the children who are absent from education.
KCSIE 1.14	All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see	Safeguarding Policy Online Safety Policy HT discussion	All staff sign to say they have read the safeguarding policy and KCSIE. The policy also states staff receive both formal and informal training. This includes online safety. Staff receive training via the DSL.	Securely Met Drip feed safeguarding training through the year. This can be done through

KCSIE 1.21 KCSIE 1.26,27,28,29,30	para 141 for further information) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively. All staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online.	Safeguarding Policy HT discussion Business Manager	According to the policy, the DSL will attend the multi-agency local safeguarding partnership training within 12 weeks of taking up their responsibilities. Level 3 training is refreshed every two years. The safeguarding training delivered to staff is compliant. Staff complete annual training through SMART log, in-school training in September, where the DSL will share relevant updates. Staff also receive training on online safety – this includes cybersecurity, GDPR. This is completed through Educare. The DSL can review who has completed the course, which ensures full participation. The policy references keeping pupils safe inside and outside of school. The different types of abuse and neglect are explained in the policy. It also outlines different indicators and signs. Staff receive training around signs and indicators of abuse and neglect through SMART log. It is also reiterated through training on the INSET day – this is more direct and also covers updates.	sharing 7-minute briefings or key e-bulletins. Sending out a weekly/monthly question(s) which will ensure there are no misconceptions. This can be done using an electronic quiz platform such as Microsoft Teams. Analyse safeguarding data according to categories. This will help the DSL decide on the year's priorities and formal/informal training programme.
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			The DSL will also act upon information received and make the appropriate referrals.	
KCSIE 1.16	All staff should be aware of the process for making referrals to local authority children's social care and for statutory assessments.	Safeguarding Policy	This is covered within the trust safeguarding policy.	Securely Met
KCSIE 1.17	All staff should know what to do if a child tells them they are being abused, exploited, or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.	Safeguarding Policy HT discussion	This is covered within the safeguarding policy and through the school's training programme.	Securely Met
KCSIE 1.18	All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.	Safeguarding Policy HT discussion	The HT has completed pupil voice to ask who they would go and speak to if they had a concern. It was reported that pupils would go to a trusted adult, and they felt any concerns they reported would be taken seriously. The HT also checks in with pupils post-incident.	Securely Met
KCSIE 1.19	All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.... This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child.		The school's approach around taking pupils seriously and professional curiosity is covered through safeguarding training.	

KCSIE 1.22	All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.	Safeguarding Policy HT discussion	This is covered in the safeguarding policy and through training.	Securely Met
KCSIE 1.23	All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families.		The HT as DSL will consider all the information received to consider the risk of abuse outside the home. The DSL will seek advice from the CEO and the Early Help Advisor.	Securely Met
KCSIE 1.31	All staff should have an awareness of safeguarding issues that can put children at risk of harm.			Securely Met
KCSIE 1.24	All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues	Safeguarding Policy Online Safety Policy	This is covered thoroughly in the trust's policies. Staff receive annual online safety training.	Securely Met
KCSIE 1.32	All staff should have an awareness of safeguarding issues that can put children at risk of harm.	Safeguarding Policy Child-on-child abuse policy Behaviour policy Anti-bullying policy Online Safety policy HT discussion Case Study	The safeguarding policy links to the specific child-on-child abuse policy and behaviour policy. It also defines the different types of abuse and the trust approach. The policy outlines what to do if there is a report/disclosure of child-on-child abuse. There is also a separate anti-bullying policy, which includes a definition of bullying and different types of bullying. This is also covered within the PSHE curriculum. The policy also outlines the roles	Securely Met
KCSIE 1.33 KCSIE 1.34 KCSIE 2.156	All staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it All staff should understand that even if there are no reports in their schools or			Trust recommendation - Change policy references from peer-on-peer abuse to child-on-child abuse.

	colleges it does not mean it is not happening,		and responsibilities of different staff, parents and pupils. The policy includes signs and indicators of potential bullying. Support will be provided to both the victim and perpetrator. There are procedures outlined for dealing with bullying. The policy also outlines the post-incident follow-up including formal meetings to ensure the bullying has ceased. The child-on-child abuse is a thorough document that outlines the various types of abuse and vulnerable groups of students. The school's approach is to ensure all pupils are supported and there is a balance of zero-tolerance and education. If there is a report or disclosure, the school will investigate and ensure restorative conversations take place. The school have also used suspensions, where appropriate. These are followed up with reintegration meetings and frequent check-ins. Conversations also take place. The staff have scripts they can use and where needed; pastoral support plans are put in place. Case Study – example of a pastoral support plan for one pupil.	
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			The HT reported that there has been no evidence of behaviours being downplayed and behaviour has become much calmer since September. Pupils are kinder towards each other. Pupils understand if they are involved in any type of child-on-child abuse the HT will be involved and parents will be informed. Staff know to contact the HT immediately, who will deal with incidents and teachers will ensure learning continues. Staff have also been trained to not keep pupils in situations where their behaviour may escalate. There has been a big shift around staff understanding the HT/DSL will follow-up and they do not need to get involved unless required. The teacher's main role is to ensure the other pupils are safe and to keep learning going.	
KCSIE 1.36	Staff and DSL need to know ' . Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can	Safeguarding Policy HT discussion	This is referenced within the policy. It covers the definition, signs, vulnerabilities, key factors and consent. It also includes other types of crime and abuse. There is a clear definition of CCE, and the policy explains county lines specifically. This is covered in training. Evidence seen.	Securely Met Trust recommendation - Ensure the links in the policy are relevant and still work.

	affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.'			
KCSIE 1.43	All staff and DSL should know 'Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.'	Safeguarding Policy HT discussion Case Study	This is defined within the policy. The trust has signed up to Operation Encompass. It also references the impact domestic abuse can have on pupils. Domestic abuse and serious violence are covered within the school's safeguarding training. It is not clear if the school is signed up to Operation Encompass – there have been no notifications this academic year.	Securely Met Check the school is signed up to Operation Encompass.
KCSIE 1.48	All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime.		Case Study – this showed how the school works well with external agencies, where a pupil was at risk of serious violence/CCE.	Securely Met
KCSIE 1.44	Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of	Safeguarding Policy HT discussion	This is covered in the policy. There is a full explanation of FGM, and it ensures the mandatory reporting is included in the policy.	Securely Met

	their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.		This is covered in the school's safeguarding training.	
KCSIE 1.45 KCSIE 1.47	All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation.	Safeguarding Policy Online Safety Policy	This is outlined in the policy and references potential signs and indicators. A mental health lead for the Trust is also identified. The school ensures that supporting pupil mental health is a priority, as well as ensuring indicators of abuse are covered in training. The HT works within 4/5 NHS CAMHS services. There have been concerns voiced around referral forms and the waiting list could be anything between 2-4 years. Parents are notified of this when referrals are made. Parents have also been signposted to MIND and there are several services and interventions in place for pupils. For example, ELSA interventions, conversations with the HT so pupils know where to go and coffee mornings. Parents will come and speak to the HT about their child's anxiety levels. Case Study given as an example of this. Coffee Mornings – 2 have been held so far. The intention is that they	Securely Met

			will be held termly. These have been held for the parents of children with SEND or on the road to a diagnosis. They have different themes e.g. focus on SEND girls who may have issues around puberty, which could impact their mental health if protective factors are not put in place pro-actively. Furthermore, an external agency ran another coffee morning, which then led to a parent workshop (Incredible years) around 'helping your child.' This workshop was online to support and increase parental attendance. The HT also attends the SEMH network meetings and has termly meetings with the Early Help advisor. The HT has also attended training around young carers.	
KCSIE 1.55	The designated safeguarding lead (or deputy) should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.	Safeguarding Policy HT discussion	Communication is key at the school. There is always a member of the safeguarding team available. If the DSL is not available, the DDSL will be able to discuss and deal with any safeguarding concerns. In addition, the CEO who is the trust safeguarding lead is also aware of any concerns and can support. Evidence seen through records. The trust ELSA will also come and talk through sessions with the DSL if there are any concerns.	Securely Met

KCSIE 1.57	DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or deputy). Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.	Safeguarding Policy HT discussion Business Manager discussion Safeguarding log Case Study	There is evidence of this through the safeguarding log and case studies. Staff regularly speak to the DSL about any concerns. There is also training in place around GPDR.	Securely Met
KCSIE 1.59	Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.	Safeguarding Policy HT discussion Case Studies	The HT is working within at least 2 local authorities and is confident around their different referral processes. Advice can be sought from the CEO and Early Help advisor. Case studies discussed. Evidence seen of appropriate actions and referrals.	Securely Met
KCSIE 1.68 KCSIE 1.69	All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by the school or college. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include: • a clear and comprehensive summary of the concern	Safeguarding Policy HT discussion Case Studies	During the audit a wide variety of safeguarding logs were reviewed. Evidence was seen of training provided to staff around how to log concerns/disclosures. The school does not use paper files, all logs are made via Arbor. All concerns reviewed included actions, rationales and decisions. In addition, minutes and files from external meetings are also logged. The HT reported that staff can log safeguarding concerns, but staff will usually come to them as DSL, and	Securely Met Where advice has not been sought ensure there is a rationale logged behind the decision and action. For example. Why a case has been closed. Consider putting in place case studies

	• details of how the concern was followed up and resolved, and • a note of any action taken, decisions reached and the outcome.		they will log the concern together. It was verified that it is a first-hand account that is logged. Case Study – Professional challenge. Emails logged. Case Study- Best practice around clearly identifying those involved and staff who have logged the concern. Case Study- Comprehensive chronological trail of actions, decisions, communication, notes and minutes. CP plan. Through this comprehensive log the HT identified issues around disguised compliance. Case Study- CIN pupil. Evidence of communication between DSLs. Case Study- ELSA notes from interventions held. Comprehensive, signed with date and time. Case Study- CIN pupil. Example of appropriate referral and actions made. Also included liaison with secondary school and support for parent with paperwork. Case Study – Early help referral, internet safety support. Evidence of professional challenge and not leaving any stone unturned.	around success stories.
KCSIE 1.75 KCSIE 1.76	Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school or college's senior leadership team.	Safeguarding Policy Whistleblowing policy	This is compliant. The whistleblowing policy is reviewed annually and covers the role of the investigating manager, their responsibilities towards the	Securely Met

			employee who raised the concern and the employee against whom the disclosure was raised. It clearly outlines timescales, who is responsible and procedures.	
Part 2: The Management of Safeguarding				
KCSIE 2.78 KCSIE 2.95	Governing bodies and proprietors have a strategic leadership responsibility for their school or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.	Safeguarding Policy HT discussion	Trust level policies are available, which allows for some personalisation according to local procedures. It is written into the safeguarding policy that governors have to ratify it. An annual audit takes place to review policies and procedures. The HT also provides regular safeguarding reports to the governing body. Reports include accidents, behavioural incidents, assaults on adults, assaults on pupils, racial abuse, swearing, near misses and concerns reported to other agencies. The report also includes the number of pupils on child protection plans and children in need.	Securely Met
KCSIE 2.80	Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school or college's safeguarding arrangements.	Safeguarding Policy	The Chair of Governors is also the link safeguarding governor.	Securely Met
KCSIE 2.81	Governing bodies and proprietors should ensure that all governors and trustees receive appropriate	Safeguarding Policy	The policy references all governors receive safeguarding training.	Securely Met

	safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be updated regularly.			
KCSIE 2.87 KCSIE 2.88 KCSIE 2.92	According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils or students because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).	HT discussion Business Manager discussion Safeguarding Policy	All staff take part in annual EDI awareness training.	Securely Met
KCSIE 2.97	The school or college's safeguarding policies and procedures should be transparent, clear, and easy to understand for staff, pupils, students, parents, and carers. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report, any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.	Safeguarding Policy HT discussion Business Manager discussion	Parents can access the policy via the website. They are informed of their entitlement via newsletters and the website. The HT has also signposted parents to support through newsletters e.g. Young Minds, NSPCC. Normally, the trust would send out a parent survey, which includes questions around safety and bullying. Prior to taking up post, the HT reviewed the previous year's survey, which meant priorities could be identified. Communication was previously an issue, and the HT has worked hard to ensure this has been improved.	Securely Met Formalise pupil voice to compare opinions and perceptions. Asking relevant questions such as 'is PSHE having the desired impact?'

			Pupil voice has been completed this year. The HT wants to formalise pupil voice further.	
KCSIE 2.103	Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead.	HT discussion	This is compliant.	Securely Met
KCSIE 2.122 KCSIE 2.123	Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained.	Safeguarding Policy HT discussion	Pupil transferring out of the school- the HT would contact the receiving school's DSL and arrange to share relevant information. Case Study – HT contacted the local secondary school for pupil who was classed as CIN. To support their transition the pupil also attended a transition day. Case Study- Pupil transferring in. A meeting was held to share information, and all copies of information were received. Files were signed for and stored electronically on the safeguarding log. All files are sent securely. If the school is on the same system, this can happen automatically. If the receiving school is on a different system, the HT will ensure the files are sent securely and signed for.	Securely Met
KCSIE 2.124	Governing bodies and proprietors should ensure that all staff undergo	Safeguarding policy	The policy references that appropriate monitoring and filtering	Securely Met

KCSIE 2.134	safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring Whilst it is essential that governing bodies and proprietors ensure that appropriate filtering and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.	Online Safety policy HT discussion Business Manager Case Study	systems are in place. This is linked to the Online Safety policy. Senso is the school's monitoring system. It was reported during the audit that the filtering system can cause over blocking, but the IT team will unblock any sites, where it may impede learning or the smooth running of the school. Case Study – Year 5 and 6 writing a story, which was flagged via Senso. The DSL checked the report, which was not an actual concern. The pupil was shown what they had typed, and parents were spoken to. It was reported that Senso is a good way of deterring pupils from searching inappropriate material. The HT will log any concerns on Arbor from the monitoring and filtering systems, where pupils are involved.	Securely Met
KCSIE 2.130 KCSIE 2.131	In schools, relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils).	Safeguarding Policy Anti-bullying policy RSE policy HT discussion	The policy outlines the various topics covered throughout PSHE, which are compliant. The PSHE curriculum also supports pupil resilience, mental health amongst other topics. The school also holds values-based assemblies and as part of the curriculum they look at real-life scenarios and inspirational characters. The vicar	Securely Met

			will also visit fortnightly and is there to support parents, pupils and staff.	
KCSIE 2.135 KCSIE 2.136 KCSIE 2.137	An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. Content/Contact/Conduct/Commerce	Online Safety Policy	The policy outlines how online safety is interrelated with other subjects. The policy is thorough and covers all relevant areas.	Securely Met
KCSIE 2.138	Online safety and the school or college's approach to it should be reflected in the child protection policy which, amongst other things, should include appropriate filtering and monitoring on school devices and school networks.	Safeguarding Policy Online Safety Policy	This is compliant.	Securely Met
KCSIE 2.145	Technology, and risks and harms related to it, evolve, and change rapidly. Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.	Safeguarding Policy	It states within the safeguarding policy that online safety should be reviewed annually.	Securely Met
KCSIE 2.163 KCSIE 2.165	There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children	Safeguarding Policy HT discussion	All incidents of reasonable force are logged using Arbor's safeguarding log. All staff have received training around the use of 'reasonable force' and de-escalation. The Head Teacher wants to reduce the number of staff who are trained in	Securely Met

			physical intervention as this is the last resort but further strengthen the use of de-escalation techniques. Pupils are taught to use self-regulation techniques and staff are trained to use de-escalation and distract methods. Ensuring the pupils keep their dignity is paramount. Case Study – Pupil use of kindness box.	
KCSIE 2.175	Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future	Safeguarding Policy HT discussion Case Study	The safeguarding policy only references children missing in education. There has been an attendance drive this year at the school. Attendance sat above the national level at 95.1%. 11 pupils were persistently absent, but the school has robust procedures in place to safeguard pupils and all reasons for absence were explored. Reasons included being medically unfit due to a serious illness and longer bouts of illness. Where there were concerns, referrals were made. Case study – Early Help referral made. Allowed family access to support and attendance has improved as a result. Case Study – Holiday absence. Appropriate measures taken to support the family and shows the level of communication the school use.	Securely Met Trust recommendation - Update references to children persistently absent from education, as well as children missing in education.

			Procedures – Register has to be taken by 8.50. A phone call is made to the parent/carer if they have not made contact regarding the absence. This is reinforced with an email. If a pupil is on a child protection plan, the social worker is also informed. There are letters available for pupils who are at risk of persistent absence or persistently absent but due to the size of the school, the Head Teacher is able to explore the reasons and work closely with families. Case Study- Supporting families with advice e.g. if the child is playing in the morning, send them into school and if they do get worse parents/carers can be contacted. Staff have received training around absence and potential safeguarding risks.	
KCSIE 2.199	Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.	Safeguarding Policy HT discussion	The Head Teacher is also the SENDCo and explained the school's context. There are 5 pupils who have an EHCP, and a further 36 pupils receive SEND support. These are being reviewed post intervention. Key needs in the school are SEMH and SLCN. The ELSA is involved in supporting families where SEMH is a concern and there have been interventions	Securely Met

			around developing pupils' expressive vocabulary. The school is fully aware of the additional safeguarding challenges that pupils with SEND can face, which is reflected in their policies, training and approach to working with this cohort of pupils.	
KCSIE 2.203	The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.	Safeguarding Policy	The policy outlines all pupils have the right to be safe.	Securely Met
Part 3 – Safer Recruitment				
KCSIE 3.207	As part of this culture, it is important that they adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges.	Safeguarding Policy HT discussion Business Manager discussion	The policy outlines robust procedures for safer recruitment. In addition, the school has just subscribed to My New Term, which helps to ensure all elements of safer recruitment are completed fully.	Securely Met
KCSIE 3.208 KCSIE 3.209	Governing bodies and proprietors should ensure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training	Safeguarding policy HT discussion Business Manager discussion	At least one member of the board of directors is safer recruitment trained and this is repeated every 5 years. According to the policy, at least one member of every recruitment panel has completed safer recruitment training within the last five years. During the audit, it was stated that safer recruitment training is	Securely Met Trust recommendation - Update policy to reflect how often safer recruitment training is being completed.

			completed annually through SMART Log	
KCSIE 3.210 KCSIE 3.211	The advert should include: - the school or college's commitment to safeguarding and promoting the welfare of children and make clear that safeguarding checks will be undertaken - the safeguarding responsibilities of the post as per the job description and personal specification	Safeguarding policy HT discussion Business Manager discussion Advert	The commitment to safeguarding is within the job description but it was not evident in the advert.	Securely Met Add the commitment to safeguarding into the job advert as well as job description.
KCSIE 3.212	Where a role involves engaging in regulated activity relevant to children, schools and colleges should include a statement in the application form or elsewhere in the information provided to applicants that it is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.	Safeguarding policy HT discussion Business Manager discussion	This is compliant. Evidence seen.	Securely Met
KCSIE 3.216	Shortlisted candidates should be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.	Safeguarding policy HT discussion Business Manager discussion	This is compliant. Evidence seen	Securely Met
KCSIE 3.220	Schools and colleges should: ensure that at least two people carry out the shortlisting exercise (it is recommended that those who shortlist carry out the interview for a consistent approach)	Safeguarding policy HT discussion Business Manager discussion	At least 2 to 3 people are involved in shortlisting. They are at trust and school level.	Securely Met
KCSIE 3.221	In addition, as part of the shortlisting process schools and colleges should consider carrying out an online search	Safeguarding policy HT discussion	Online searches are advised at the point where shortlisted candidates complete the self-declaration form.	Securely Met

	which are relevant to the role, probing gaps in employment			
KCSIE 3.268	Schools and colleges must maintain a single central record of pre-appointment checks, referred to in the Regulations as “the register” and more commonly known as “the single central record”.	Safeguarding Policy Business Manager discussion	The SCR is held electronically and is secure. The SCR is checked by the governor, but this was not logged on the monitoring sheet. All checks were compliant and appropriate for different posts in school. Where a member of staff's DBS had not arrived in time, a risk assessment was put in place. This was compliant.	Securely Met Consider completing prohibition from teaching checks for teaching assistants and any candidates who have been appointed for other roles in school but were previously teachers. Ensure the monitoring sheet is updated after the school's link governor has completed a SCR check. Ensure all governors have had a section 128 check and it is logged on the SCR.
KCSIE 3.337-3.40	Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.(More than	Safeguarding Policy HT discussion	This is clearly explained within the policy. The HT clearly knows the process around private fostering.	Securely Met

	28 days). Local Authority should be notified, must be made in writing.			
Part 4 – Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors				
KCSIE 4.353 KCSIE 4.355	Schools and colleges should have their own procedures for dealing with safeguarding concerns or allegations against those working in or on behalf of schools and colleges in a paid or unpaid capacity, i.e. members of staff, including supply teachers, volunteers and contractors.	Safeguarding Policy Staff Conduct and Procedures Handbook AHMAT Staff Handbook Case Study	There are robust procedures in place for dealing with both allegations that meet the harm threshold, allegations that do not meet the harm threshold and those classed as low-level concerns. There have been no low-level concerns this year, but the HT is aware that they must be recorded. Staff are made aware about raising concerns through training and they are aware to go to the HT/DSL. The training is also discussed during the school year and the approach around managing allegations is re-iterated in briefings. Some scenarios are used as examples and the idea of perception. Case Study – Malicious/Untrue allegation. Evidenced appropriate procedures used by the HT.	Securely Met Consider using scenarios where the alleged perpetrator is a 'friend', more senior or looks at the idea of unconscious bias.
Annex B				
	Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.	Safeguarding Policy Online Safety Policy Prevent Duty Policy HT discussion	There is annual Prevent training for all staff.	Securely Met
	All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the	Safeguarding Policy	The HT understands the role around the Prevent Duty.	Securely Met

	CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.	Prevent Duty Policy HT discussion		
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ASHLEY HILL MULTI ACADEMY TRUST ACTION PLAN:

KCSIE No	Expectation	Evidence	Securely Met / Recommendation	Trust Response
KCSIE 1.32 KCSIE 1.33 KCSIE 1.34 KCSIE 2.156	All staff should have an awareness of safeguarding issues that can put children at risk of harm. All staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening,	Safeguarding Policy Child-on-child abuse policy Behaviour policy Anti-bullying policy Online Safety policy HT discussion Case Study	Securely Met Trust recommendation - Change policy references from peer-on-peer abuse to child-on-child abuse.	This was already in place. Trust uses RBWM locally agreed safeguarding policy. In addition the Trust has had in place since 2022 an AHMAT Child-on-child Policy in place as well. Policy rechecked to see that no old peer-on-peer was mentioned. Completed
KCSIE 1.36	Staff and DSL need to know ' . Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved	Safeguarding Policy HT discussion	Securely Met Trust recommendation - Ensure the links in the policy are relevant and still work.	All links checked in update policies for 2024 and links are working. Completed

KCSIE No	Expectation	Evidence	Securely Met / Recommendation	Trust Response
	(commonly referred to as trafficking) for the purpose of exploitation.'			
KCSIE 1.43	All staff and DSL should know 'Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.'	Safeguarding Policy HT discussion Case Study	Securely Met Check the school is signed up to Operation Encompass.	All schools were signed up to Operation Encompass. However, Bisham's notification went to the school office and this has been changed to Head of School and CEO. Completed
KCSIE 1.48	All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime.			
KCSIE 2.175	Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently	Safeguarding Policy HT discussion Case Study	Securely Met Trust recommendation - Update references to children persistently absent from education, as well as children missing in education.	All relevant policies have been updated for 2024 inline with DFE requirements for children persistently absent and those missing from education.

KCSIE No	Expectation	Evidence	Securely Met / Recommendation	Trust Response
	absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future			Completed
KCSIE 3.268	Schools and colleges must maintain a single central record of pre-appointment checks, referred to in the Regulations as “the register” and more commonly known as “the single central record”.	Safeguarding Policy Business Manager discussion	Securely Met Consider completing prohibition from teaching checks for teaching assistants and any candidates who have been appointed for other roles in school but were previously teachers. Ensure the monitoring sheet is updated after the school's link governor has completed a SCR check. Ensure all governors have had a section 128 check and it is logged on the SCR.	Prohibition checks completed for all staff in the Trust. Safeguarding governor will sign when SCR have been completed and any actions will be included in 'Any further action' section. All governors have had a section 128 check and they are logged on the SCR. Completed