

Governor Visit Form

Governor Name – Chris Shaw	Date – 02 December 2022
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Purpose of visit

Half termly safeguarding visit by safeguarding link governor to assess the school is compliant with their safeguarding requirements. Evidence will be sort from a DDSL, PSHCE lead to review how safeguarding informs the curriculum and education of children, and a discussion with children to understand whether they feel safe and supported at school. Additional follow up on recommendation from previous visit will also take place.

Intent of the Visit – aligned with the RAP / 100 day plan

To ensure there is a whole school approach to safeguarding and that the safeguarding of pupils in the school is highly effective – in line with 100 day plan.

- All staff have completed safeguarding training
- All staff know the processes for logging a safeguarding issue and their roles and responsibilities
- Children feel safe and know how to raise and concern and with whom to do so

Observations and comments by the governor – how has the intent been implemented and what is the observable impact?

Meeting with the DSL

Safeguarding remains a regular and consistent discussion topic with staff.

Policies are well established, staff have been trained and there is clear signage throughout the building identifying the safeguarding leads.

Office staff are clear on their responsibilities and procedures for managing late arrivals and early departures of children. A new 'change of collection' checklist has been implemented so office staff can ensure and validate the information being received over the phone.

Safeguarding review meetings are well structured and regular. A change to the structure and cadence of the meetings has taken place. There is now a fortnightly safeguarding meeting amongst DSL / DDSL and SMT members to discuss ongoing cases, in addition to half termly meetings.

New posters have been introduced that give clear guidance to children on who they can contact.

The school introduced a Safeguarding Guide for School Visitors and Volunteers, for all new starters coming into the school.

Staff are sent a weekly safeguarding Q&A to keep safeguarding at the front of mind for all staff.

Meeting with a DDSL (GH)



The DDSL was able to validate the processes and practices as discussed with the DSL and demonstrate that the school safeguarding practices was consistently implemented.

There is a good awareness to provide a variety of options for children when supporting them and awareness that different children will speak to or confide in different adults throughout the school day, including in wrap around care settings. Feedback from these 1:1 discussions is captured and shared with all appropriate adults for follow up.

Meeting with PSCHE Curricular Lead (ED)

The curriculum includes a number of key topics annually for all children, i.e. anti-bullying and e-safety, and more recently e-safety has become a termly review.

Children start by understanding their network of support – their ‘network hand’ – in EYFS. Teachers pick up on any comments made during lessons and report them in My Concern. Children are also able to convey concerns using the Worry Box in each class, or via the My Concern link on all desktops.

Personal privacy and the use of correct terminology and naming of body parts starts in EYFS. Children are taught about privacy when visit the bathroom, and the parameters for privacy in different settings.

PSCHE for SEN – children with SEN access learning as part of the main class environment and have the same access to curricular as their peers. Those with a high need may have individualized follow up, either before or after a lesson with a TA to ensure their learning is appropriate to their level of need.

PSCHE is generally taught by the class teacher to ensure they can appropriately and sensitively deliver content aligned to the needs of the children in their class.

Meeting with the School Council

The children all confirmed they felt safe and supported at school. They knew the different ways in which they could raise an issue that aligned to the teaching within PSHCE, the posters on display and the curriculum.

The children had learnt the different elements of safety and safeguarding from the curricular and could recount the key learning from these.

Children felt comfortable talking about issues with staff and expressed, with examples, when issues had arisen and what support they had been able to receive.

Behaviour was consistent and helped maintain a positive environment for the children to learn and reinforced comfort levels when speaking to adults.

Any key issues arising for the governing body

1. The weekly safeguarding Q&A should ensure a whole school approach and cover topics beyond those detailed within the main safeguarding legislation to ensure all aspects of child safety are covered,
2. The fortnightly and half termly safeguarding meetings should ensure a proactive review of My Concern reporting levels and then follow up to understand why there may be potentially low or high levels of reporting from a particular class / year / adult etc, to ensure it is being used consistently.



3. The tracking of vulnerable children that do not meet the basic criteria for categorization, i.e. PP / SEND etc needs to be reviewed to ensure any child that is potentially vulnerable or disadvantaged is supported, their case is tracked and discussed, and actions are taken in a timely manner.
4. What is taught in HoneyPots to the children preparing to come up to EYFS about personal privacy to help prepare them for school?
5. PSCHE curriculum lead should observe a greater range of lessons from across KS1 and KS2 to further their awareness of what is being taught and the consistency of implementation.

Action following governing body meeting

1. All governors to complete online safeguarding training with KSCIE updates.
2. DM to discuss safeguarding curriculum in HoneyPots with KVD.
3. DM to clarify the purpose of the new school posters for children in assembly.
4. CS to speak to a class teacher on next visit to discuss implementation of PSCHE curriculum in the classroom.

Signed: *Christopher Shaw*

Date: 04 Dec 2022

