

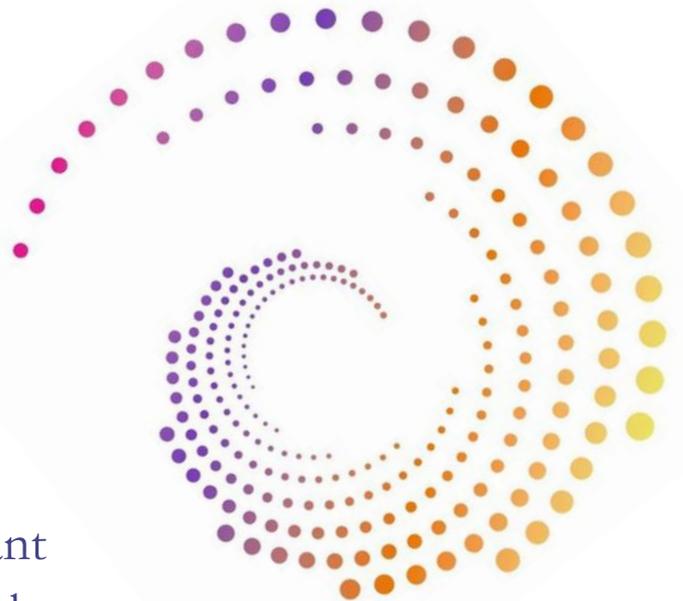
Safeguarding: Ofsted Inspections and Safeguarding from Sept. 2015

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About the Author



Andrew Hall

Andrew is an experienced education consultant who specialises in safeguarding and child protection. He has extensive headship experience in special schools for children of all ages with autism, social, emotional and behavioural difficulties and complex learning difficulties, including SLD and PMLD. Andrew runs engaging workshops for staff at all levels in schools and colleges.

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Ofsted Common Inspection Framework September 2015

From September 2015, Ofsted inspectors will use a new inspection framework. There are four separate grades and an overall grade:

- Overall Effectiveness
- Effectiveness of Leadership and Management
- Quality of Teaching and Learning, and Assessment
- Personal Development, Behaviour and Welfare
- Outcomes

There is also a separate judgement for Early Years Foundation Stage and the 16 - 19 provision.

To support inspectors and schools, Ofsted have published 'Inspecting safeguarding in early years, education and skills settings' (June 2015)

Downloads:

Inspecting safeguarding in early years, education and skills settings' (June 2015)
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>

School Inspection Handbook (for Section 5 inspections) (June 2015)
<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

What should schools do in response to the Common Inspection Framework?

Safeguarding has a much stronger emphasis than in the past. Ofsted are focusing now on how well schools have embedded a 'culture of vigilance' into everything the school does. Safeguarding, in common with all other aspect of school life, is about impact. In many ways there is nothing specifically new in the Common inspection Framework, but Ofsted will be testing whether learners are safe and feel safe. There is no room any longer for guess work: how do you know whether your pupils feel safe? Once you know, how do you improve how they feel?

A key role of the school is to ensure that all the adults in the school community, whether paid staff or volunteers, understand the safeguarding risks for young people and how to report such concerns.

There are now no statutory timescales for refresher training in safeguarding, except for the two-yearly training for Designated Safeguarding Leads. Instead of the 'set-piece' child protection training every three years, it is now expected that schools will raise awareness of a wide-range of safeguarding topics on a regular basis. Inspectors will want to evidence not only when these topics were discussed, but what the school did to ensure that staff who were absent have been trained too.

Ofsted inspectors have long asked staff and pupils questions around safeguarding, but I think this will intensify; leaders need to know whether their training approaches are effective.

The third key area to think about is the role of the curriculum in safeguarding: helping children understand risk, become more resilient and know where to go for help and support. Schools must think about both the structured curriculum and unstructured time.

Radicalisation and extremism are new topics for many schools, but the Prevent Duty on schools that came into force on 1st July 2015, will feature highly for all schools; as will the link to British Values.

The 'Inspecting Safeguarding' has a clear guidance for 16 – 19 providers that are not colleges; and sets out the statutory responsibilities for governors.

It would be sensible to through the key safeguarding areas in the rest of this document and highlight (with different coloured highlighters), where you think your school is doing well and those areas where there is much more to be done. You will then be in a better position to focus on areas of greater need.

Safeguarding in the Ofsted Framework

Ofsted will always inspect and comment on safeguarding and how well learners feel safe and are kept safe. A specific judgement of safeguarding is given.

The inspection of safeguarding is set out in the following documents:

- Inspecting safeguarding in early years, education and skills settings (June 2015)
- School Inspection Handbook (June 2015)
- Keeping children safe in education (March 2015)
- Working together to safeguard children (March 2015)

Safeguarding: Grade Descriptors

Grade descriptors are not a checklist and are applied by inspectors using their professional judgement. The evidence collected by inspectors is used to identify the 'best-fit' judgement. In an inspection, the safeguarding statement is not isolated from other evidence, but they are set out individually here for comparison.

These descriptors are taken from the School Inspection Handbook for Section 5 inspections (Ofsted June 2015).

Grade descriptors for the effectiveness of leadership and management

Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
<p>Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work.</p>	<p>Leaders consistently promote fundamental British values and pupils’ spiritual, moral, social and cultural development.</p>	<p><i>[Leadership and management are not yet good.]</i></p>	<p>The range of subjects [in the curriculum] is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.</p>
<p>Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils’ welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.</p>	<p>Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.</p>	<p>Safeguarding is effective.</p>	<p>Safeguarding is ineffective. The school’s arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern. Insufficient action is taken to remedy weaknesses following a serious incident.</p>
<p>Leaders’ work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are</p>	<p>Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to</p>		<p>Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and</p>

vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.	encourage open discussion with pupils.		practice are poor, which means pupils are at risk.
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Grade descriptors for personal development, behaviour and welfare

Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.	Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.		Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare	Pupils conduct themselves well throughout the day, including at lunchtimes.	Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.	Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
The school's open culture actively promotes all	The school's open culture promotes all aspects of	Pupils are safe and they feel safe.	Pupils or particular groups of pupils are not safe or do

aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.	pupils' welfare. They are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.		not feel safe at school and/or at alternative placements.
Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.			

Grade descriptors for the effectiveness of the early years provision: quality and standards

Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Safeguarding is effective.	Safeguarding is effective.	Safeguarding is effective.	Safeguarding is ineffective.
There are no breaches of statutory welfare requirements.	There are no breaches of statutory welfare requirements.	There are no material breaches of statutory welfare requirements.	Statutory welfare requirements are not met.
Children's health, safety and well-being are greatly enhanced by the vigilant and consistent	Child protection policies and procedures are implemented consistently; practice is		Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to

implementation of robust policies and procedures.	reviewed regularly and clearly evaluated.		ensure that children are kept safe and that their health and welfare are promoted.
The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.	Children's behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world.		Children's behaviour is not managed consistently. As a result, more than occasionally, lack of engagement in activities leads to a disorderly environment that hinders their learning and/or puts them and others at risk.

Grade descriptors: the effectiveness of the 16 to 19 study programmes

Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They take responsibility for keeping themselves safe	Learners are safe and feel safe. They behave well, respect others and understand how to keep themselves safe and healthy and to contribute	<i>Effectiveness of the 16 to 19 study programmes is not yet good.</i>	Safeguarding is ineffective.

and healthy and contribute to wider society and life in Britain.	to wider society and life in Britain.		
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Inspecting Safeguarding in early years, education and skills settings (June 2015)

This document sets out how Ofsted will conduct the inspection of safeguarding. 'Inspecting Safeguarding' identifies the signs of successful safeguarding and how effectively school leaders (including governors) create a safeguarding ethos.

'Inspecting Safeguarding' has an annex that sets out the safeguarding expectations for further education and skills settings; and additionally refers to Health and Safety in those settings.

Inspectors will check that the statutory responsibilities are met, including staff recruitment and vetting, the Single Central Record and their procedures for ensuring that visitors are suitable, checked and monitored.

Before the inspection, the inspector will have undertaken an internet search about the school, which may reveal any safeguarding concerns that may have been reported in the media or directly from pupils or parents.

Key areas of Safeguarding to evidence

Ofsted inspectors will be looking for evidence across these five areas:

- Creation of a positive culture, where 'safeguarding is an important part of everyday life', backed up by staff training at every level.
- The effectiveness of safer recruitment, vetting, and safeguarding policies and procedures.
- Staff awareness of the signs of harm from within the family and the wider community
- Timelessness of response to safeguarding concerns
- Quality of the school contribution to multi-agency plans for the child

The Signs of Successful Safeguarding Arrangements

Schools with successful safeguarding arrangements will have developed a 'culture of vigilance' which will include many of these aspects:

Children and Young People

- there is a positive impact on learners from the school's safeguarding approach
- children are protected and feel safe

- children know how to complain and understand the process to do so
- children can name a trusted adult they can talk to about concerns
- children are supported, protected and kept informed of any actions when they raise concerns.
- children are safe from discrimination and bullying
- children are supported in learning to recognise and manage risk
- children absent from school are quickly and robustly followed up

Adults

- there is a clear and effective policy that describes the safeguarding procedures in the school which is 'regularly reviewed'
- adults give a 'strong, proactive response' that reduces the risk of harm
- adults understand that indicators of all types of harm to children and young people, including child sexual exploitation, and issues concerning radicalisation or extremism
- adults understand the risks from technology and the internet and can support children in learning how to keep safe online
- key risks for learners are understood and there are plans in place to minimise those risks
- there are effective safeguarding procedures and concerns are shared 'immediately'
- there is an effective staff behaviour policy [Code of Conduct]
- adults seek consent from parents before sharing information (unless to do so would increase the risk of or actual harm to a child)
- local procedures for missing children are followed
- staff respond to children with clear boundaries and understand the triggers for behaviour
- staff work as a team and reflect on their responses to the behaviour of learners
- staff are able to use de-escalation strategies
- where physical intervention strategies are used, that all incidents are 'reviewed, recorded and monitored' and 'the views of the learner are sought and understood'
- there are clear and effective arrangements for supervision and support to staff who work 'directly and regularly with learners whose safety and welfare are at risk'
- the physical environment is safe and secure
- staff know how to raise concerns about the conduct of other adults in the school
- staff who have identified learners who are vulnerable

Safeguarding requirements for leaders and managers

Inspecting Safeguarding (June 2015) Annex 1, sets out clearly the duties for school governors, providers, proprietors and management committees.