Our OFSTED judgements on safety and behaviour
April 2015

Safety

☐ The college's work to keep students safe and secure is good. Staff teach students how to live healthy lifestyles and make them aware of risks associated with using the internet and social networking sites. Local police officers strengthen students' understanding of cyber-bullying, grooming and assessment of risk in the community. Students say they feel safe in the college.

☐ Students are free from discrimination, bullying and harassment. Students say there is some unpleasantness in the form of name-calling, but expressed confidence that, once reported, teachers would tackle it quickly. Incidents of a racist nature are rare; these are reported and dealt with firmly.

☐ Students attending off-site courses behave and attend well. They engage well and appreciate the relevance of their work-related courses to life and the future. Students at work-based learning providers have positive attitudes to learning, which supports them to make good progress and achieve useful

Behaviour

☐ The behaviour of students is good. Students have positive attitudes to learning, take pride in their appearance and cooperate well with adults. They understand the difference between right and wrong, and behave in a mature, polite and courteous manner so that there is harmony in the college. Students assist visitors and hold doors open for them to pass through.

☐ Teachers use praise effectively to build positive relationships, motivate students and reward their effort. Students respond with high levels of energy and engagement to produce work of a good quality. Quite noticeably, the written work of one student underwent a huge transformation following his teacher's comment, 'You have talent.'

☐ Students spoke proudly of recent improvements in behaviour. A significant reduction in the number of fixed-period exclusions followed the introduction of the inclusion centre. This means that more students remain in college and work under the supervision of a qualified teacher and do not fall behind with their work. The college works closely with parents to report unacceptable behaviour. Record keeping of incidents is good.

Behaviour continued…..

Attendance has improved for all groups of students so that, overall, it is now broadly average. For some time, the attendance of disadvantaged students and those with special education needs has been a cause for concern. Absence is now managed with rigour. The inclusion manager follows-up all first-day absences and works closely with families to reduce persistent absence and promote good attendance by all groups. Students attend college punctually and move between classes quickly so that lessons start on time and continue without disruption. The pupil premium funding provides effective support to improve the attendance of disadvantaged students.

☐ The college works with external agencies to support disabled students and those who have special educational needs. Parents and students participate in drafting support plans and setting targets for improvement so those who have trouble in managing their own behaviour learn to do so effectively. Many students with behavioural difficulties succeed in improving their behaviour and make a positive contribution to the college community.

☐ In class, the vast majority of students listen politely to teachers and to one another. They engage with teachers' questions and contribute sensible answers.

Some key terminology to know

- **CME: child missing education**
- **FGM: female genital mutilation**
- **CSE: child sexual exploitation**
- **DSL: designated senior lead**
- **JAG: joint action group**
- **CAHMS: Child and adolescent mental health services**
- **CEOP: Child Exploitation and Online Protection**
- **CiC: Child In Care**
- **CP: Child Protection**
- **LADO: Local Authority Designated Officer**
- **EHA: Early Help Assessment**
- **SCR: Serious Case Review**
- **LSCB: Local Safeguarding Children Board**

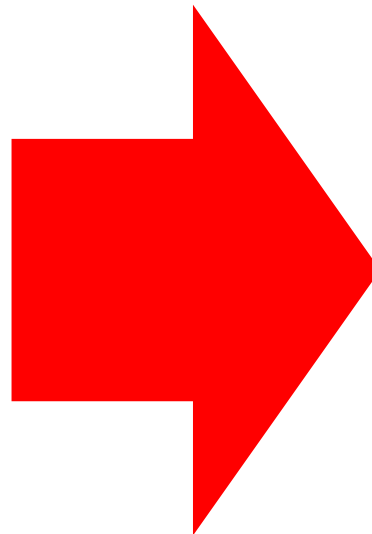# Judgement categories

Overall effectiveness

Leadership and management

Behaviour and safety of pupils

Quality of teaching

Achievement of pupils

Sixth form provision

Overall effectiveness

Effectiveness of leadership and management

Personal development, behaviour and safety

Quality of teaching, learning and assessment

Outcomes for children and learners

Effectiveness of 16 – 19 study programmes

… and a clear statement about the effectiveness of safeguarding

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- 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' 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.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all 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 can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)
- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- Pupils use careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- 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.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of 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.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

How could you notice potential CSE in students?

1. Drugs – concerns – possibly no "proof"
2. Absent from school – various patterns
3. Missing from school
4. Missing from home overnight
5. "Informally looked after" – neighbour, grandparents, friends' family
6. Change in personality or character (hyper, depressed, quiet, argumentative, aggressive etc.)
7. Behaviour panel referral

How could you notice potential CSE in students?

8. Vulnerable
9. Friendship group has changed (not for the better)
10. Older youths always hanging around the gates at the end of school
11. Self harm, appearance, weight loss
12. Home educated – avoiding agencies
13. Social media issues and intelligence
14. No symptoms

Schools are in a unique position to notice

- [Child sexual exploitation](#)

https://www.youtube.com/watch?v=w6vYbZSUL5U

British Values

As school leaders and Governors, we are responsible for providing a curriculum which:
Is broad and balanced, complies with legislation and provides a wide range of subjects which prepare students for the opportunities, responsibilities and experiences of life in Modern Britain.
Actively promotes the fundamental British values of. **democracy, the rule of law, individual liberty and mutual respect and tolerance for different faiths and cultures.**
Extends beyond the classroom with a wide range of visits and experiences.
Promotes tolerance of and respect for people of all faiths [or none], cultures and lifestyles through effective spiritual, moral, social and cultural development of pupils, including by engaging pupils in extracurricular activity and volunteering in their local community.
Is supported by a well-rounded programme of assemblies which offer clear guidance on what is right and wrong.
In short we believe that we allow our students to recognise right from wrong, resolve conflicts, understand and explore diversity, develop a moral code, understand others' beliefs and understand how communities function. These qualities will allow them to participate fully in life in Modern Britain.

Visitors

All visitors, including parents, contractors, teachers from other <u>institutions must report to reception and sign in on arrival. Please do not allow visitors in through any other door. If you invite someone to College, please make sure that they are clear about these requirements .</u>

All visitors will be issued with a pass badge which must be worn at all times whilst on site. The pass will state the date, the visitor's name and the name of the person they are here to see. They must sign out at reception and return the pass before leaving the site.

Visiting staff who do not have unsupervised access to young people do not require a DBS check. The normal risk assessment that applies to all visitors should be sufficient.

Visiting staff who do have unsupervised access to young people -such as educational psychologists, supply teachers, trainee teachers, nurses, sports coaches and inspectors—should be DBS checked by their 'providing' institution. It is sufficient for us to seek written confirmation that appropriate checks have been carried out. Photo ID should be seen. In the case of supply teachers, their DBS number will be entered onto the single central record.

School students on "work experience" (under 16 years of age) do not need to have a DBS check if the work experience is a formal agreement between the two schools. The receiving school should ensure that supervision is provided at all times and follow the recommended safeguarding procedures.

If we allow of facilitate students to undertake voluntary work placements these must be safeguarding checked by the College. We must be satisfied by the provider that a DBS disclosure certificate has been issued to the College before they are allowed to undertake the placement.

Contractors working on school premises should have photo ID linking them to the organisation they work for. They will need to sign the Contractors Signing In log in reception. Measures will be put in place to ensure that student contact with the contractor is minimal. Where this is not possible the contractor should be supervised while they carry out their work.

Ensuring the safety of all our young people has to be our highest priority and therefore safeguarding procedures must be followed at all times.

Staff Dress Code

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance, punctuality, dress and personal presentation.
Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

It is important that employees are smartly and professionally dressed to carry out the duties and responsibilities of their particular job. Line managers should take responsibility for ensuring those standards are upheld. This includes the wearing of protective clothing or equipment where required in accordance with health and safety regulations. Parents and other stakeholders make judgements based on first impressions and this can influence their reactions and behaviours. They expect to see a professional appearance and demeanour.

Employees are expected to present themselves for work at all times in an appropriate manner and this includes ensuring that their appearance reflects the professional standards of King Edward VII College. Jeans, shorts, leggings and jeggings are not appropriate. We do not allow students to wear these. Staff should also wear skirts, dresses, trousers and blouses of appropriate length and modesty. If we operate a 3B's policy for students, it must also apply to staff, otherwise, we have no recourse with parents when we challenge the students' personal appearance. Sixth Form students are expected to wear clothing fit for a professional work environment.

Safe working practices

- Staff behaviour must be professional at all times – including online communication

- Staff should not offer lifts outside agreed requirements of their role

- Staff should not be in personal communication with pupils – includes texting, messaging, social networking sites etc

- Out of school contact must be planned and agreed with senior staff and parents. Appropriate social contact will be easily recognised and openly acknowledged.

- Staff are in a position of trust and the power and age difference means they are not "friends" with students.

Breaches of the guidance could result in criminal or disciplinary action being taken

- Staff must treat information about children and their families discretely and not disclose confidential matters.

- Staff should be careful not to misuse their power and influence over children.

- Staff should ensure their behaviour remains professional at all times, including their dress, use of language and online communication which is or could become publicly seen.

- Physical intervention should never be inappropriately used, should follow relevant guidelines and be clearly recorded and reported.

- Physical contact should be minimal, time limited, age appropriate and able to be justified. Do not block doorways if you think a student will push past you. Warn them not to leave and report any student that disobeys you immediately.

- Intimate care and first aid should only be administered according to relevant procedures.

- Staff should not offer lifts to children outside agreed requirements e.g transport to a sports event. Any impromptu or emergency arrangement of lifts should be recorded and should be able to be justified.

- Staff should not receive gifts other than small tokens of appreciation.

- Staff should not give gifts other than as part of an agree reward system or given to all children equally suggestive

- Staff should not engage in personal email or telephone communication with children. This includes texting, messaging, skyping, chat rooms, social networking sites etc.

- Any out of school contact should be planned and agreed with senior staff and parents. Appropriate social contact (e.g when a teacher and a parent are part of the same social circle) will be easily recognised and openly acknowledged.

- Only authorised areas of the curriculum should contain any sexual or other sensitive material. Senior staff should be consulted if there is any chance of misinterpretation.

- Internet use should be according to school policy and inappropriate content should not be accessed.

- There should be no unauthorised photography of children. Photographs of children should be the property of the school and not retained on personal equipment.
- Staff should guard against young people developing an infatuation with them and report any such concerns to senior staff.
- Staff should be mindful of situations where a pupil or parent comes to depend on them for support outside their role and discuss this promptly with a senior member of staff.
- Staff are in a position of trust and should never engage in any sexual relationship with pupils in or out of school. Communication must never be sexually

NSPCC

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Child abuse and neglect

Online abuse

Sexual abuse

Physical abuse

Bullying and cyberbullying

Emotional abuse

Child sexual exploitation

FGM

Domestic abuse

Child trafficking

Grooming

Harmful sexual behaviour

Child neglect

Keeping children safe

Share Aware

Online safety

Home alone

The Underwear Rule

Online porn

Sexting: advice for parents

Staying safe away from home

Baby and toddler safety

Healthy sexual behaviour

Self-harm

Talking about difficult topics

Separation, divorce and contact

Child protection in the UK

...in England

...in Northern Ireland

...in Scotland

...in Wales

Case reviews

Children in care (Looked after children)

Legal definitions of a child and their rights

Signs, symptoms and effects of abuse

What to do if you suspect child abuse

Safeguarding children

Writing a safeguarding policy

Safeguarding in schools

Are you worried about female genital mutilation?

FGM is child abuse. If you have a concern or need advice, contact our FGM helpline.

Read more

Spiritual	Moral	Social	Cultural

When considering how well the school promotes pupils' SMSC, inspectors should take into account the impact of the range of opportunities provided for them to develop their self-esteem and confidence.

OFSTED Criteria

Spiritual	Moral	Social	Cultural
Pupils' spiritual development is shown by their: ▪beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values ▪sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible ▪use of imagination and creativity in their learning ▪willingness to reflect on their experiences.	**Pupils' moral development is shown by their:** ▪ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives ▪understanding of the consequences of their actions ▪interest in investigating, and offering reasoned views about, moral and ethical issues.	**Pupils' social development is shown by their:** ▪use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds ▪willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively ▪interest in, and understanding of, the way communities and societies function at a variety of levels.	**Pupils' cultural development is shown by their:** ▪understanding and appreciation of the wide range of cultural influences that have shaped their own heritage ▪willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities ▪interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.