

# Safeguarding in the Education Inspection Framework (EIF)



Inspecting safeguarding in early years,  
education and skills settings

Guidance for inspectors carrying out inspections under the education inspection  
framework from September 2019

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10<sup>th</sup> December 2019



# Outcomes

1. This briefing provides schools with an overview of how Ofsted Inspectors might inspect safeguarding arrangements in schools.
2. To consider elements for safeguarding which are included in the new Education Inspection Framework
3. What evidence Ofsted might consider during the inspection?

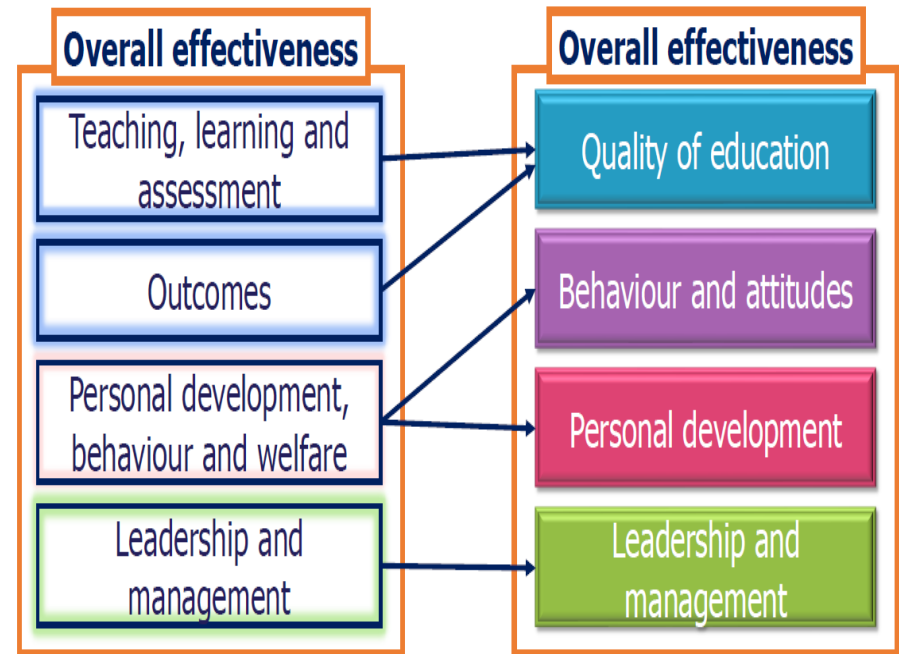
# Ofsted Framework

The curriculum is at the heart of the proposed new framework: Ofsted's working definition...

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and skills to be gained at each stage (**intent**)
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**).'



Judgement areas: evolution, not revolution



# Safeguarding children is at the heart of inspection

Safeguarding within our inspections is built around three core areas:

- **Identify:** are leaders and other staff identifying the right children and how do they do that?
- **Help:** what timely action do staff within the provider take and how well do they work with other agencies?
- **Manage:** how do responsible bodies and staff manage their statutory responsibilities and in particular, how do they respond to allegations about staff and other adults?



# Ofsted & Safeguarding



## Inspecting safeguarding in early years, education and skills settings

Guidance for inspectors carrying out inspections under the education inspection framework from September 2019

From September 2019 Ofsted will carry out inspections of early years, schools and post-16 provisions under the Ofsted's Education Framework (Ofsted, 2019a).

Inspectors will **always** report on the effectiveness of safeguarding arrangements. This will sit under **Leadership and Management**.

Remember Ofsted want to



1. Are children safe?
2. Do they feel safe?
3. Are they helped to learn to be safe?

Published: May 2019 updated September 2019

Reference no: 190014



www.slough.gov.uk  
**Slough**  
Borough Council

# DfE guidance

- **Keeping Children Safe in Education (KCSIE) 2019** – statutory guidance which sets out the responsibilities placed on schools and colleges to safeguard and promote the welfare of children
- **Working together to safeguard children 2018** - which applies to organisations and professionals who provide services to children
- **Prevent** guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism
- **Female genital mutilation (FGM)**

Thematic topics:

- **Peer on peer abuse** inc Up skirting
- **On line safety including bullying** online/f2f and staff harassment



## Keeping children safe in education

Statutory guidance for schools and colleges

September 2019

## Working Together to Safeguard Children

A guide to inter-agency working to safeguard and promote the welfare of children

July 2018

# Physical intervention guidance 2018



## Positive environments where children can flourish

A guide for inspectors about physical intervention and restrictions of liberty

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This guidance sets out an approach to the use of physical intervention, restraint and restriction of liberty that is centred on children having a positive environment to live and learn in, and one where staff interact positively with children.

- Restraint is permissible
- Start from the least intrusive approach
- Use methods that promote pupil rights, respect their dignity and help them equip for the future

# Model of quality of education

Desk top  
Top  
Level  
View

Visit on site  
Deep  
dive  
audits

Analysis  
Bringing  
it  
together





# Inspection Reports

## Types of Inspection:

- **Sec 5 Inspection**

Two day inspection for all gradings on EIF.

Full re-inspection within 30 months if school requires improvement

If inadequate more rapid re-inspection

- **Sec 8 Inspection**

*Good schools* will normally receive a two-day section 8 inspection approximately every four years.

The purpose of a section 8 inspection of a good or non-exempt outstanding school is to confirm whether the school remains good or outstanding. No previous grades are changed and the written feedback is in the form of a letter.

## Inspection Reports

- Ofsted will issue a shorter, succinct report now, aimed at informing public users to help make decisions about the school and help providers improve.
- **Safeguarding will be explained in 100 words** in the report
- 200 words describing the child's perspective about 'what life at that school is like.'
- 450 words in the main body about what the schools is doing **well** and **what needs to improve**.

## OUTSTANDING

In order for the leadership and management of a school to be judged outstanding, it must meet all of the **good criteria securely and consistently**, and it must also meet the additional outstanding criteria.

**Staff consistently report high levels of support for well-being issues.**

**If safeguarding is ineffective, this is likely to lead to an inadequate leadership and management judgement.**

## REQUIRES IMPROVEMENT

Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.



# Grade Descriptors

## GOOD

**The school has a culture of safeguarding that supports effective arrangements** to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

## INADEQUATE

**Safeguarding is ineffective.** The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern, or the school has taken insufficient action to remedy weaknesses following a serious incident



# Safeguarding judgement

- There's no separate graded judgement for safeguarding like there is for 'quality of education', 'behaviour and attitudes', 'personal development', and 'leadership and management'.
- However, inspectors will judge whether safeguarding arrangements are 'effective'.
- If safeguarding is ineffective, this will likely lead to an 'inadequate' judgement for 'leadership and management'.
- *There is no magic formula: safeguarding children in schools is about fostering a culture where children come first.*” Putting children first involves considering their long term future and outcomes not just their immediate situation.

# Ofsted Judgements.....



Overall effectiveness



Quality of Education



Behaviour and attitude



Personal Development



Leadership and Management

## Safeguarding is referenced in Leadership and Management

INADEQUATE  
if safeguarding  
is ineffective

INADEQUATE  
if pupils don't  
feel safe

INADEQUATE  
if pupils not  
prepared for life  
in modern  
Britain

INADEQUATE  
if safeguarding  
is ineffective



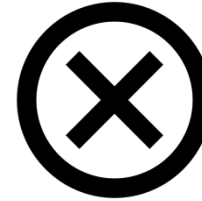
# Behaviour and attitude



Pupils feel safe

Understanding local issues and recognising the risks

Anti bullying, discrimination, and peer on peer abuse (online and offline) are dealt with quickly, consistently and effectively whenever they occur.



Frequent incidents of bullying or prejudiced and discriminatory behaviour.

Pupils have little confidence on the school's ability to tackle these issues.



# Personal Development



Enable pupils to recognise online and offline risks (*including use of social media*) to their wellbeing; and the support available to them.

Also it is built into the RSE/PHSE curriculum

Developing an age appropriate understanding of health relationships.



Leaders and those responsible for governance are not protecting pupils from radicalisation and extremist views.

Pupils are unprepared for life in modern Britain.



# Leadership and Management



Staff wellbeing is actively considered and supported.

Governance ensure that the school fulfils its statutory duties.

School had an effective culture of safeguarding.

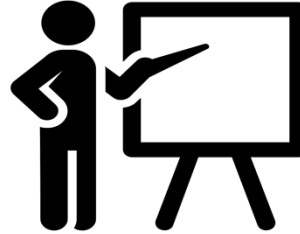


Safeguarding is ineffective because arrangements do not meet statutory requirements, or they give serious cause for concern.

# Signs of successful safeguarding



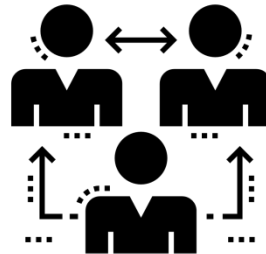
Pupils can identify a trusted adult.



Clear and effective arrangements for safeguarding CPD.



Adults understand the risks associated with technology



Supervision for staff who work with pupils whose safety is at risk.



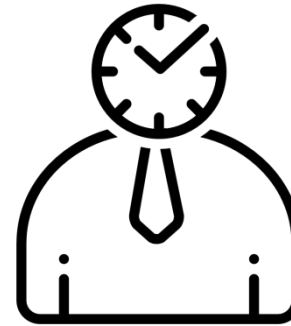
# Effective culture of safeguarding



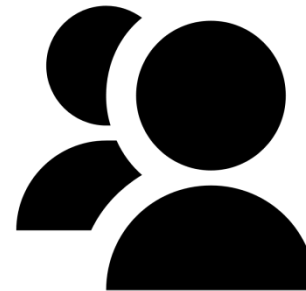
Always act in the best interest of the child.



Identify pupils who are at risk of harm or have been harmed.



Secure help in a timely way



Manage safer recruitment and any allegations about adults.

# What to expect?

Call day before with Head for 90 minutes about the role and logistics of the Inspection.

## On the day

30- 40 minutes **professional dialogue** on safeguarding & SEN with DSL/SENCO/DT:

Records, analysis and trends:

Sexual violence and harassment  
Bullying , discrimination and prejudiced behaviour  
Attendance (CME & CE)



# Preparation time

Focus your prep time by identifying the areas inspectors are most likely to be interested in concerning your school.

- Look at your **last Ofsted report**: Ofsted will follow up on any areas for improvement or points of developments from last time
- Use Ofsted's inspection data summary report: this will flag positive or negative indicators that inspectors will need to investigate e.g. attendance, persistent absence and exclusions
- **Get local insights**: your school improvement partner, or other local school leaders, may be able to tell you about trends from recent inspections of other local schools
- Look at your **Sec 175/157 Safeguarding audit**
- Pull together your **safeguarding reports for Governors & minutes** of meetings where safeguarding was discussed

Ofsted may not have specific sessions on safeguarding with leaders, staff and pupils but will drop in questions in wider discussions about what to do? Who to speak to if you have concerns/feel unsafe?

- Check your website and ensure it is up to date with statutory information including policy details including Code of Conduct, behaviour policy and physical restraint policy
- Training – capturing knowledge (regularly)
- What does your on boarding and induction look like? (NQT, volunteers etc)?
- Trends and analysis of attendance, bullying incidents, peer on peer abuse



# Evidence Ofsted inspectors may look for:

## A **child protection policy** which:

- Is consistent with government guidance
- Refers to locally agreed multi-agency safeguarding arrangements
- Is regularly reviewed
- Reflects the additional barriers that exist when recognising the signs of abuse and neglect of children with special educational needs and/or disabilities

## A **staff code of conduct** which fulfils the same first three points as the child protection policy above

- Staff, governors and volunteers (and others) receive appropriate safeguarding training at induction that is updated regularly, and they also receive information on safeguarding at least annually

## There is a **designated safeguarding lead (DSL)** who:

- Has been trained to an appropriate level (they should undertake safeguarding training every 2 years and their knowledge and skills should be refreshed at least annually)
- Understands their responsibilities related to safeguarding
- Is a senior leader
- Is aware of local multi-agency arrangements and act as a main point of contact with the school's safeguarding partners
- Is available during opening hours for staff to discuss concerns (or an appropriately trained deputy is available)
- Has a manageable workload and time for reflection



# Evidence Ofsted inspectors may look for:

- A clear procedure for dealing with **children missing education**, particularly those who go missing on repeat occasions
  - Pupils are taught about safeguarding risks, including **online risks**, and are aware of the support available to them
  - A clear approach to implementing the **Prevent duty**
  - A safe learning environment with secure access (**safe security** measures)
  - Strategies are in place to keep pupils safe online, and help them recognise risks and get help
  - Effective oversight of the use of **social media by staff and pupils**
  - **Appropriate filters and monitoring** systems are in place to protect pupils from potentially harmful online material
  - Action is taken to prevent and tackle discriminatory or derogatory language
  - Appropriate arrangements are in place with regards to health and safety to protect staff and pupils from harm
  - A clear procedure for ensuring that visitors to school are suitable, checked and monitored as appropriate
- All staff are:
- **Aware of signs** that a child is being neglected or abused
  - Confident about what to do if a child reports that they've been sexually abused by another child (**Peer on Peer**)
  - Aware of who their DSL is, and who any deputies are
  - Alert to circumstances when a child may need **early help**
  - Teachers understand their mandatory duty to **report FGM**



# Records and data:

## Expectations for safeguarding records

- Records and analysis of sexual harassment or sexual violence
- Records and analysis of bullying, discriminatory and prejudiced behaviour, including:
  - Racist, sexist, disability and homophobic/transphobic bullying
  - Use of derogatory language
  - Racist incidents
- A list of all pupils who have open cases with children's services/social care and for whom there is a multi-agency plan including pupils on child protection plans/ Child in Need (CIN)/ Early Help (EH)/Youth Offending Team (YOT)
- No of pupils on roll
- Children Looked After (CLA)
- No. of pupils Children missing education (CME)
- Attendance data
- Pupil at risk of exclusion/excluded (managing behaviour – risk assessments; de-escalation; Consider are they safe if they are excluded?)
- Off rolling – How are they kept safe? Is a plan in place?
- List of any allegations and outcomes recorded since last inspection.
- A list of referrals made to your designed safeguarding lead and those which were subsequently referred to your local authority, along with brief details of the resolution



# Referrals Evidence

## Expectations for safeguarding referrals:

Ofsted may want to see:

- Whether the school followed the correct processes
- What the outcomes were
- If pupils are safe as a result of the school's actions
- What steps the school took if it didn't hear back from the LA following a referral
- If you've made a lot of safeguarding referrals, a page listing anonymised pupil information, how their needs were identified and how this was followed through might be sufficient.
- Alternatively, you might use an anonymous case study that could be cross-referenced with the pupil's file and the school's safeguarding policy.







# Alternative Provision

- Schools are responsible for pupils off site in APs.
  - Inspectors will visit AP if it has not been inspected
  - It is school's responsibility to check any off site provision is registered before placing a child there
- Consider:
- How many pupils are there?
  - Is the AP registered?
  - Has the school checked it is a safe place?
  - Has attendance and progress been checked?
  - Is personal development promoted?

# Consider the whole school approach

## Impact of training

- Student voice & staff (evaluation forms, quiz, e learning; feedback of themes to staff) understanding across the school community
- How it's captured? (focus groups, assembly follow up workshops, PHSE – why and how topics re chosen)
- Use of you tube clips for wider discussion than lecture style learning

## Understand Contextual safeguarding – making it relevant (talk about current issues)

- Plan of action DSL – crib sheet
- Prevent
- FGM (referred in a timely way)
- Peer on Peer including upskirting
- On line safety & bullying including staff (whistleblowing and wellbeing )

- High visibility (newsletters; staff briefings; toilet doors, leaflets)
- Relationships between DSL, SENCO & DT
- Records include SEN/PP/LAC how you are reducing disadvantage for these groups?
- Maintenance of records with clear outcomes
- Think about talking about a few case studies – walk through
- Any complaints raised re: safeguarding may be a case for discussion
  
- Actions: MH champions & Yoga/mindfulness; Susan's work ; MMST &EIT
- Leadership & Mgt – Governors (mins, access to audit to SCR and CP records)
- DSL Workloads!!!

# Beyond Community

Community

Safer Perimeter



Safer Recruitment



# To consider the whole school approach



Slough  
 Developing Educational Excellence

Public Health  
 Slough Borough Council

**Leadership and management that supports and champions efforts to promote a whole school approach to health & wellbeing.**

**Ofsted Inspection Handbook: LEADERSHIP AND MANAGEMENT**

1. Evidence shows that senior leaders promote the school's vision for health and wellbeing, and ensure that it is embedded in all aspects of the school's work. Senior leaders ensure that the school's curriculum, teaching and learning, and other activities, all contribute to the school's vision for health and wellbeing. Senior leaders ensure that the school's ethos, culture and environment, and its policies and procedures, all support the school's vision for health and wellbeing. Senior leaders ensure that the school's staff development, CPD and other activities, all support the school's vision for health and wellbeing. Senior leaders ensure that the school's working relationships with parents, carers, outside agencies and the community, all support the school's vision for health and wellbeing. Senior leaders ensure that the school's 'student voice' is enabled to influence decisions.

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Indicators	Evidence	Green	Amber	Red	Notes and action points
1. Evidence shows that senior leaders ensure that the school's curriculum, teaching and learning, and other activities, all contribute to the school's vision for health and wellbeing.	See Ofsted report for details.				
2. Evidence shows that senior leaders ensure that the school's ethos, culture and environment, and its policies and procedures, all support the school's vision for health and wellbeing.	See Ofsted report for details.				
3. Evidence shows that senior leaders ensure that the school's staff development, CPD and other activities, all support the school's vision for health and wellbeing.	See Ofsted report for details.				
4. Evidence shows that senior leaders ensure that the school's working relationships with parents, carers, outside agencies and the community, all support the school's vision for health and wellbeing.	See Ofsted report for details.				

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# Some questions Ofsted may ask?

Look at the questions (*handout*) and consider:

1. Which members of the school community should be able to answer them and how well would they be able to do this?
2. What answers would you want them to be able to give?
3. Does this suggest any changes you need to introduce with regard to your school community understanding?



# Action Planning



- What does your school do really well?
- What can your school do better – areas for development? (Strengths/areas for development)
- Use the action plan template to assist you

# Resources and references

- Inspecting Safeguarding in early years, education and skills 2019  
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>
- Education Inspection Framework (EIF) 2019  
<https://www.gov.uk/government/collections/education-inspection-framework>
- Working Together to Safeguard Children 2018  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Keeping Children Safe in Education 2019  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- The Key for School Leaders  
<https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/ofsted-inspection-safeguarding/>

## Blogs

- Dan Lambert – HMI  
<https://educationinspection.blog.gov.uk/2018/03/14/dan-lambert-her-majestys-inspector-on-a-section-8-inspection/#comments>
- Quality assurance South West (Paul Garvey)  
<https://educationinspection.blog.gov.uk/2018/03/14/dan-lambert-her-majestys-inspector-on-a-section-8-inspection/#comments>