

HWO said that CPOMS is well used by staff, and she receives 80-100 notifications on CPOMS each day. All staff use CPOMS to report incidents of safeguarding. Historic files or paper records are kept double locked in HWO's office and new files that arrive for Yr. 7 are organised into House areas.

Safeguarding is an integral part of systems and processes with a weekly feature at Wednesday staff briefings where minutes from this meeting are disseminated to all staff so those on duty have access to the weekly updates as well. Some Depts have taken this further and have itemised safeguarding as a feature on their own department agendas, e.g. Maths. HWO also produces a termly amber and self-harm list so that all staff are aware of vulnerable students in need of additional support.

The structure of safeguarding is clear: HWO has a family tree of DSLs, and each House will pick up their own students with 2-3 members of staff in each house being safeguarding trained: typically, there is a DSL, an assistant DSL and a Head of House. The Deputy Head is SENCo and is also a DSL as is the Assistant SENCo who has received in-house safeguarding training, and the Designated Teacher for Looked After Children is also a DSL.

Self-review for safeguarding is strong with HWO providing a termly report for SBU and GBO. SBU also reviews the Child Protection cases fortnightly and has an overview of everything. HWO completes the annual safeguarding audit for the Governing Body. Where an area has been identified as being a focus, HWO will act proactively and an example is sending JPO, responsible for the school's social media accounts, to complete the Online Safety course with local expert, Rebecca Avery, so that there is a collaborative approach to understanding and action around safeguarding.

Staff fully understand how to report allegations. HWO reported that a lot of work had been done around raising awareness and understanding with staff around low level concerns and this was echoed in the meeting with staff who were able to articulate what constituted a low level concern and how they would proceed with reporting this. Staff were easily able to signpost MB and AT to the Whistleblowing policy and staff understood that their conduct and behaviour outside of school could encroach into their professional remit. HWO said that all staff sign the code of conduct each year and that new staff induction included further information and guidance in a handbook.

There is breadth and depth in the safeguarding team. The meeting with the DSLs and Assistant DSLs triangulated the voice and vision of HWO and the Leadership Team. The DSLs spoke about assemblies delivered to students so that there was clear understanding as to who to disclose or report a safeguarding incident to. They spoke about the email system as an additional wave of reporting as well. They spoke about having extra staff on duty at break, lunch time and other flash points so that staff presence could react quickly to need. The DSLs spoke about understanding the gaps in safeguarding and gave the example that students, after disclosing, could see action had been taken but didn't always get feedback as to what had happened. The DSLs explained that FM is good at feeding back to parents, and sharing information with relevant parties, but was also now working hard to make sure that students were included (where possible and appropriate) in the feedback loop.

The DSLs spoke highly of HWO and the advisory aspect of her role - they felt they could ask for support and further guidance when making decisions, in a culture of collaboration and openness.

When questioned about the process around Year 6 transitioning to Year 7, the DSLs were able to talk through the process and the work involved involving HWO and KFR undertaking separate visits as well as visits from the Heads of Houses and DSLs. This ensures that information around SEN and children with a social worker is managed carefully and any individualised or personal tailoring of transition can then take place.

Students were comfortable speaking to staff about LGBTQ+ concerns and staff had received lots of training on this (last year, staff had training from an external speaker as well). There was an Equality and Diversity committee, and extra training was available for some staff who had been identified as wanting/needing it, especially around delivering different aspects of the PD curriculum.

HWO had also trained staff in 'Sensitive Conversations' training. They had also received training on keeping safe and physical restraint and had a demonstration of what is, and what is not, appropriate. Staff talked about the inclusivity of this training and how it mattered that everyone was included - it is not just the safeguarding team that receives the training; regardless of your role in the school, all staff receive this training as the expectation is that all staff have a responsibility to safeguard children.

Staff who met with MB and AT were able to talk through the changes to KCSiE 2022; they raised the wording of child on child (from peer on peer) and understood that children can be in abusive relationships between them. They know that LGBTQ+ students may be more vulnerable, and that in cases of domestic abuse the witnesses of the violence are also victims. Staff knew what constituted a low-level concern and an ECT+1 teacher was able to talk about her experience of the induction process when joining the school.

Staff were able to talk about inclusive practice and the collaborative approach between SEN and LGBTQ+. They spoke about how these key stakeholders were also represented at Pastoral Managers Meetings and how, from these meetings, outcomes had been reached such as increasing support for unstructured times, having additional safe spaces, having a room supervised by a teaching assistant. There is currently a group running, The Alphabet Group, which is run by 2 staff from the Equality and Diversity Committee, who promote confidence and socialisation within the community. The DSLs also spoke about working with boys as 'victims' and not just as 'perpetrators' and having a big drive on addressing sexualised language so that the inclusive culture was woven throughout the school.

This was also reinforced in the 6th Form where staff spoke about more targeted approaches and the inclusion of consent assemblies and workshops having been recently held. Work has been undertaken to explore, with young people, what is consensual and what is not. Staff also spoke about personalising conversations and having the right role models to go alongside conversations.

Students spoke highly of the 6th Form pastoral team and the 'open door' policy of the 6th form. They were able to talk about targeted workshops they had received on consent and about work undertaken on healthy sexual relationships.

MB and AT walked around the school with a group of Yr. 11 students, and it was evident that FM is inclusive for students: there are visual displays signposting a range of safeguarding materials and inclusivity (Yr. 11 Prefects display, student work is displayed in frames and changed regularly, school values are displayed, there are photographs of students in roles). These year 11 students talked positively about the relationships and support offered by the school.

Procedure upon arrival was robust: gates on the front, buzz through to reception for entry onto the site. Met at the main reception to sign in and receive a lanyard. Staff were present around the site, and children cited feeling safe because of this presence. Some senior staff have 'pottering' on their timetables and are a visible presence around the school during lesson times. The Leadership Team are on the school gate in the morning. Throughout our visit on site, evidence of staff being vigilant as to who was with students when students were touring visitors.

What was clearly evident is the work that HWO has undertaken to skill the staff at Fulston Manor - and that her training is inclusive so that all staff, regardless of their role, know that they have a responsibility to safeguard children.

There are a number of proactive measures and interventions in place: peer mentoring, Youth Resilience, taking advice from Prevent, St Giles Trust and many more. These again are strengths in Fulston Manor's safeguarding provision and are co-ordinated and delivered across the Houses.