

Ofsted requirements for safeguarding in schools in England

For maintained schools and academies, non-association independent schools and further education and skills providers

September 2015

Recent changes to Ofsted inspections

From September 2015 changes come into force with Ofsted inspections in England. A new [common inspection framework](#) for all maintained schools and academies, non-association independent schools and further education and skills providers will be introduced (Ofsted, 2015a).

There is also an updated [school inspection handbook](#) and updated guidance for [inspecting safeguarding in early years, education and skills settings](#) (Ofsted, 2015b; Ofsted, 2015c).

Schools will be judged under four key headings:

- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for children and learners.

Schools will also be judged on the effectiveness of safeguarding arrangements and will need to demonstrate that they are meeting their statutory responsibilities. A school's overall effectiveness will be judged inadequate or will require improvement if safeguarding is found to be ineffective.

Schools are also required under the [Prevent duty](#) to have policies and procedures in place to protect young people who are vulnerable radicalisation and extremism. Staff are expected to be trained, and vigilant to take action if they have a concern relating to this. Schools will be judged as inadequate if they fail to comply with this (DfE, 2015).

Ofsted will also make a judgement under effectiveness of leadership and management of how the school prepares pupils positively for life in modern Britain and [promotes the fundamental British values](#) of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith (DfE, 2014).

Inspecting safeguarding in schools

When making inspections Ofsted refer to the definition of safeguarding from [Working together to safeguard children](#) (HM Government, 2015) which can be summarised as:

- protecting children from maltreatment
- preventing impairment of children and young people's health or development
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

As well as safeguarding against neglect, physical abuse, sexual abuse and emotional abuse school staff should have an understanding of wider safeguarding issues including:

- sexual exploitation
- domestic violence
- female genital mutilation
- forced marriage
- fabricated and induced illness
- substance misuse and gang activity.

The full list can be found in: [Inspecting safeguarding in early years, education and skills settings](#) (Ofsted 2015).

Ofsted will also consider other factors when making judgements about the school's effectiveness in safeguarding pupils against bullying, the use of reasonable force (including restraint), safety on educational visits and e-safety.

Inspectors are also advised to check the setting's policy and procedures for ensuring that visitors to the school are suitable and checked and monitored as appropriate i.e. external speakers at school assemblies.

The inspection process

Inspectors will use all available evidence to develop an initial picture of the school. This includes responses from parents and carers on the online survey Parent View. Parent View is an online questionnaire for parents and carers to give their views about a school as part of an inspection. Parents are asked to rate their views on 12 statements from strongly agree to strongly disagree. The statements relating to safeguarding are:

- my child is happy at this school
- my child feels safe at this school
- my child is well looked after at this school
- this school deals effectively with bullying
- this school responds well to any concerns I raise.

At the start of an inspection schools need to make available a list of referrals that have been made to the designated safeguarding lead, those subsequently referred to the local authority and brief details of resolutions.

What preparation schools need to do before inspection

Schools should provide:

- documents relating to the safety of pupils in alternative provision.
- the single central record summarising the checks and vetting of all staff working with pupils.
- logs of exclusions, pupils taken off roll, behaviour logs, racist incidents, bullying incidents including homophobic bullying.

Inspectors can also carry out no notice inspections with as little as 15 minutes notice.

What happens during the inspection

During an inspection the following will be checked:

- the accuracy of the school's self-evaluation on personal development, behaviour and welfare. Pupil observation will also be used to evaluate aspects of personal development, behaviour and welfare at times such as :
 - start and end of the school day lunch and break times
 - assemblies and tutor times
 - between lessons
- the extent to which pupils feel safe as well as their ability to assess and manage risk and keep themselves safe
- the extent to which the school has a positive ethos
- the extent to which the school promotes the safety of all pupils
- how well the Pupil premium is being used
- how well the [Teachers' standards](#) (which came into force on 1st September 2012) are being met. References to personal development, behaviour and welfare of pupils are in standard 7: "*Manage behaviour effectively to ensure a good and safe learning environment.*" References to safeguarding are also included in the personal and professional conduct section of the standards (DfE, 2011).

The evaluation schedule

In evaluating the school's behaviour and safety, the inspection team will consider:

- the personal development, behaviour and welfare of pupils attending alternative off site provision will be taken onto account
- the judgement on personal development, behaviour and welfare will be based on a range of evidence over a period of time and not based on what is seen during the inspection. The experiences of

individual pupils and groups of pupils may be used to evaluate personal development, behaviour and welfare. Disabled pupils, those with SEN, looked after children and children with mental health needs are given as examples of groups of pupils

- the impact of fixed term exclusions and internal exclusions
- how the school prevents and tackles discriminatory and derogatory language including homophobic and racist language and that related to disability
- added to the list of what inspectors should consider when evaluating the effectiveness of safeguarding arrangements:
 - the decision making process when pupils are taken off roll
 - the care taken towards pupils placed in alternative provision to ensure they are safe
 - the promotion of a culture of safety including e-safety.

References

Department for Education (DfE) (2011) [Teacher's standards \(PDF\)](#). London: Department for Education (DfE).

Department for Education (DfE) (2014) [Promoting fundamental British values as part of SMSC in schools: departmental advice for maintained schools \(PDF\)](#). London: Department for Education (DfE).

Department for Education (DfE) (2015) [The Prevent duty Departmental advice for schools and childcare providers \(PDF\)](#). London: Department for Education (DfE).

HM Government (2015) [Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children \(PDF\)](#). London: Department for Education (DfE).

Ofsted (2015a) [The common inspection framework: education, skills and early years \(PDF\)](#). Manchester: Ofsted.

Ofsted (2015b) [School inspection handbook](#). Manchester: Ofsted.



Ofsted (2015c) [Inspecting safeguarding in early years, education and skills settings \(PDF\)](#). Manchester: Ofsted.

Contact the NSPCC Information Service with any questions about child protection or related topics:

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