

Anchored Schools safeguarding audit summary

Bede Academy June 2022 – Gold Award achieved

Executive Summary	100%
Is the school compliant with its safeguarding duties?	Yes
Is safeguarding effective?	Yes

The safeguarding framework at Bede Academy is robust and secures the culture of safeguarding across the academy. Safeguarding at Bede Academy is strong; there is palpable evidence of the embedded culture of safeguarding as soon as you step foot onto the academy site. It is evident that there are excellent relationships between leaders of the primary and the secondary academies and they work collaboratively, supporting each other with resources and advice. The senior leaders model the high expectations they have of their staff and the tone and culture of safeguarding is threaded through the academy's day to day practices and systems.

Safeguarding is well led and managed across the academy. The tone and culture of safeguarding is set by the senior leadership team and other key staff, including members of middle management.

The policies, practices and procedures that the academy have embedded and continue to develop, secures the culture of safeguarding across the academy community.

Staff and pupils appear relaxed, happy and safe.

Staff and pupils modelled positive behaviours and it was evident that there is an embedded sense of belonging and mutual respect.

It is evident that strong relationships are threaded through the academy, this has created a team approach where staff have a clear sense of purpose and appear to appreciate how their own contribution and role ensures that all members of the academy's community are safe.

There are some excellent systems in place within the academy which support whole school safeguarding strategies or targeted interventions.

The safeguarding team is made up of experienced, very well qualified staff who know their community well; this strong team of people is an incredibly valuable asset to many aspects of the school's safeguarding framework.

The Designated Safeguarding Leads, Mental Health and Wellbeing leads, pastoral staff and senior leaders can clearly demonstrate their commitment to seeking and setting up appropriate support for pupils who are experiencing challenges around their mental health or safety. We appreciate that the school has a strong sense of belonging and from our visit, it is evident that both staff and pupils' mental health and wellbeing has been and is considered and support is offered.

The Designated Safeguarding Leads continue to work collaboratively with a range of other professionals so that their pupils and families may receive explicit support. There are a number of excellent projects being implemented by the academy in partnership with regional and national services. The safeguarding and pastoral teams monitor concerns and cases regularly to identify the

needs of individuals and make timely referrals to external services or offer academy-based support to the pupil.

All aspects of the academy site are strong, the grounds, site security, emergency procedures, the management and maintenance of the building and in particular first aid. The implications of safeguarding are considered by all staff and where changes have to be made or new initiatives are being introduced, the safeguarding of pupils, staff and visitors is always considered.

The network is excellently managed and maintained by both the academy staff and the offsite team. There have been effective decisions taken to ensure that inappropriate material cannot bypass systems, and monitoring permissions ensure leaders are made aware of any safeguarding concerns. The ICT team are also constantly striving to improve the network even further and reflect regularly on performance and any required updates. This is then backed up by a sound curriculum for pupils and advice and support for families. The curriculum is regularly reviewed for relevance to ensure pupils, of all ages, understand how to keep themselves safe online, which would include how to conduct themselves appropriately online and how to identify and respond to risks. Both the Personal Social and Health Education and Information Technology curriculums support pupils with their online safety and the networks that filter and monitor staff and pupil activity further strengthen this area of the safeguarding framework.

Next steps:

1. Continue to evidence the IMPACT of safeguarding work, such as staff training
2. Continue to develop a whole-school model for Pupil and Staff mental health and wellbeing
3. Tracking and monitoring trends and patterns