

## **Visit to Latimer AP Academy 15<sup>th</sup> June 2015 to review Safeguarding Procedures and Policies**

Meeting held with Tony Meehan.

This report is a brief overview of the situation and does not seek to repeat policies etc.

### **By way of introduction, the definition of safeguarding:**

Ofsted adopts the definition of safeguarding used in the Children Act 2004, and in the government's guidance document *Working Together to Safeguard Children*. This can be summarised as:

- protecting children and young people 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
- undertaking that role so as to enable those children and young people to have optimum life chances and to enter adulthood successfully.

### **Governing Body's Responsibilities:**

#### **Duties of the Governing Body in relation to the welfare of children:**

**"The Governing Body of a maintained school SHALL make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to *safeguarding* and promoting the welfare of children who are pupils at their school." *Section 175 (2) Education Act 2002***

**... "the body mentioned in subsection 2 SHALL, in considering what arrangements are required to be made by them under that subsection, have regard to any guidance given from time to time (in relation to England) by the Secretary of State"..... *Section 175(4) Education Act 2002***

#### **The Governing Body should ensure that:**

- **The school has a senior member of the school's leadership team, the Senior Designated Person (SDP) who is designated to take lead responsibility for dealing with child protection issues and a deputy who will act in the absence of the SDP.**
- **The SDP undertakes training in inter-agency working, in addition to basic child protection training, refreshed at two yearly intervals.**
- **Each staff member (including the HT) is made aware of child protection procedures at induction and receives safeguarding training refreshed every 3 years.**
- **The school has a safeguarding children policy and procedures in place which is in accordance with Local Authority guidance and**

**Local Safeguarding Children Board interagency procedures; the policy is made available to parents upon request.**

- **The school operates safe recruitment procedures, and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.**
- **The school has procedures for dealing appropriately with allegations of abuse against staff and volunteers.**
- **A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the Local Authority and/or partner agencies in the event of an allegation of abuse made against the Headteacher.**
- **Any deficiencies or weaknesses in regard to child protection arrangements are rectified without delay**
- **They review the school's policies and procedures annually and provide information about them & about how the duties have been discharged to the Local Authority.**

In line with Ofsted recommendations, an annual report should be presented to the Governing Body.

**Purpose of annual report:**

- 1.To enable the governing body to monitor compliance with the requirements of 'Safeguarding Children and Safer Recruitment in Education'
- 2.To identify areas for improvement

**Annual report constitutes:**

- Key Personnel
- Summary of Safeguarding Training
- Policies and other documents relating to safeguarding
- Quantitative Data

Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:

- pupils' health and safety
- bullying, including cyber-bullying (by text message, on social networking sites, and so on)
- racist abuse
- harassment and discrimination
- use of physical intervention
- meeting the needs of pupils with medical conditions
- providing first aid
- drug and substance misuse
- educational visits
- intimate care

- internet or e-safety
- issues which may be specific to a local area or population, for example gang activity
- appropriate arrangements to ensure school security, taking into account the local context
- radicalisation

Documents that are required by Ofsted at an inspection are:

1. Single Central Record (TBAP)
2. Name of SDP (Tony Meehan)
3. Safeguarding Children (Child Protection) Policy (seen)
4. Training Record (Blue Wave Swift)
5. Related policies e.g. anti-bullying, racial harassment, educational visits, positive handling, behaviour, whistle blowing. (seen)
6. Records of incidents of bullying and harassment (seen – on SIMS)
7. Log of racist incidents (seen – on SIMS)
8. Accident book (keeper – Tina McDaid)
9. Procedures to protect vulnerable pupils (seen)
10. Health and safety policy and risk assessments (seen)

## REPORT

### Key Personnel

Executive Head Teacher (TBAP) – Seamus Oates  
Child Protection Officer/designated person – Tony Meehan (Head of School)  
Deputy Child Protection Officer – Zoi Fysikoudi (Student Services Manager – covering Suneeta Marecheau’s maternity leave)  
Head of School– Tony Meehan  
Head of Business and Operations – Nathan Crawley-Lyons  
Director of Learning – Kate Maidment (leaving end of term)

My meeting began with Tony Meehan bringing me up to date on some significant incidents that had occurred recently (April). There has been an increase in gang-related activity in the area, with tensions rising. A new learner around whom there were many concerns was placed on roll and his presence triggered a volatile situation: dangerous weapons were stashed locally – Latimer was tipped off and police who were already present outside the school were alerted. The police recovered the weapons (including a loaded gun, a hammer and a baseball bat); inevitably a serious incident was averted.

The incident, coming as it did three days before the planned tri-borough strategy meeting, served to underline the seriousness of our concerns about the increase in gang-related activity in the area and the need for a more integrated and strategic approach towards addressing these issues.

The outcome was that concerns raised by TM (and included within recommendations made in last year’s safeguarding report) were finally recognised and all parties (police, family and children services and YOT) joined a Strategy Meeting to find a way forward.

I think it is important to highlight and commend both the prompt and effective action taken by TM and also the insight TM demonstrated when raising concerns last year. These concerns were included in the recommendations of my 2014 safeguarding report. **It is disappointing that it took the imminent possibility of a very serious incident for all the services to finally act on these concerns.** Having said that, there is no denying that the police intervention and response was excellent.

Since this incident (April) the young person concerned has moved on to Plan B and Latimer have put into place a full-time mentor with one to one teaching and support. He will return to Latimer once he is ready to come back to learn.

At the Strategy Meeting, it was acknowledged by the Police that Latimer was in need of an on-site police officer that would be based at Latimer for part of the week. The police representative present at the meeting agreed this proposal immediately however since then, they have only provided a liaison officer.

It is important that this on-site police officer is appointed as soon as possible – it has already been recognised that it is necessary however it appears that there has been a lack of clarity and commitment from the police since that meeting.

Clearly safeguarding has been a major priority of the school over the last few months and some good decisions have been made. Services have agreed increased involvement in the Inclusion Panel (meets each term – a team of professionals who discuss young people who need intervention from both Latimer and external services).

Things have now calmed down and facilities are being used to maximum effect with young people being moved back and forth to reduce tensions. At the time there was a dip in attendance as some learners were frightened to come to school. More recently attendance has improved.

The focus now is to get back to teaching and learning however it is important that the renewed and improved engagement from the services is maintained.

TM raised wider concerns about many of our young people's attitude to crime and the law – they are treated carefully and the process can be casual. They are growing used to being arrested and it holds no fear or concern for them. Gang affiliations are the norm – it is not a choice but more something that is essential to their way of life. He is concerned that all the programmes on drugs, knives, gang workshops etc are not having an impact on the young people. He describes the need for a more creative and intelligent approach. Boundaries are clearly crucial – as well as de-escalation of incidents.

These concerns resonate – there is clearly a need for rethinking our approach with some of the more challenging young people; it is good that crucial staff such as TM and his team are willing to try and think laterally and engage with young people in order to make a difference.

### Pupils' Health and Safety

When a learner starts at the TBAP, they go through an induction programme that takes place at the Latimer building in the Golborne Centre.

All have a learning guide/form tutor, and all are referred to the therapeutic team to determine if further intervention / support is required. . TM describes all his staff as acting as mentors however as the school is rich in therapeutic support they tend to use this for referrals with therapeutic issues as opposed to mentor support. They are all told whom they should go to if they have any issues – usually Tony Meehan or Zoi Fysikoudi or their class teacher. It is anyone who they trust and are always told there is someone they can talk to.

Following the serious safeguarding incident referred to earlier, Emilie Cassell, the clinical psychologist, was pulled out due to safety concerns. She is now back on Thursday afternoons but is hoping to increase back to the original provision

of a day and a half per week. She currently operates off-site in a room at St Mark's Children's Home. A meeting is being scheduled to discuss the possible return of Emilie to Latimer.

Every year learners do PASS surveys – this is a diagnostic tool measuring students' attitudes to school, learning and success. "Its robust nature enables the data it yields to be used as a means of establishing baselines and to support effective planning, implementation and evaluation of interventions at individual, group and whole school levels."

#### Parents/carers

When they have an induction interview they meet the Head of School. TBAP induction will have provided them with the USB stick with all the policies.

They meet the tutor at the start of every term when they have a structured conversation to review targets and set new targets. There are parents' evenings twice a year for all the learners. The school contacts parents regularly. Any parent complaint is directed to the Head of School and the Executive Head Teacher – Seamus Oates, is kept informed.

A survey is done at every parents evening – data is collected and analysed and contributes to the Self Evaluation Form which is published annually in January.

Attitudes to learning and conduct in lessons and around the school as well as behaviour towards other young people and ability to manage risk appropriately and keep themselves safe:

All the learners are vulnerable one way or another. There are c 33-34 learners on the roll day to day. 27 learners attend regularly – others are long-term absentees.

The school does not use a thematic curriculum at KS3 – "Opening Minds" - but follows the national curriculum as far as possible. They teach English, Maths, Science, IT, Art, PSHE and Humanities. They also teach a modern foreign language – Japanese that is extremely popular with a great level of engagement.

"Engagement is the aim"

They also cover drug education, keeping safe, internet safety and other issues such as bladed articles mainly through PSHE but also SM/ZF brings in sex education groups and outside agencies come in and do performances etc in line with raising awareness of these issues.

TM raised an issue of significant concern and that is peer on peer sexual pressure and behaviour. He would like some input on this issue from TBAP – this was mentioned in last year's report. When I was waiting in reception I overheard a conversation between two members of staff who were discussing the topical

issue of sexting: they were expressing concern and referring to studies and data on the Internet. It was excellent to hear that the staff were on top of such issues and really looking for ways to communicate such issues to learners.

There is significant support with mental health (though more is always needed) with weekly visits from a clinical psychologist and psychotherapist and twice a week visits from a music therapist. There is a new addition of a Touch Therapist who comes in weekly. Any therapeutic issues are referred to these therapists.

Currently there is a major restructuring process where Education and Health Care Plans are being introduced (EHCP) in place of SEN. This is being co-ordinated by Rita Rogerson at the Bridge but the person responsible at the Latimer is Monique Berry. The LA deal with the plans but Latimer takes part to ensure a multi-agency response and Latimer can refer to the LA if necessary.

During the transfer from SEN to EHCP, the school must meet all the parents and their children (learners) and review their files and compile a report. This report then needs to be signed off by the parents and then sent on to the LA SEN team however ultimately Latimer will look after the EHCPs. The aim is for more control for the parents, and for a more outcome led and child centred approach. Rita Rogerson is overseeing this process.

The TBAP Wave policy is on the way but it is challenging to introduce it at the Latimer due to the limitations on rooming and also the small number of staff. This will be alleviated somewhat with the welcome return of a room from CSS in time for September 2015. The room will be partitioned to provide two learning spaces to allow for interventions to take place.

When it is in place, all learners have a learning guide/tutor, and a learning support professional (LSP) is assigned to each year group.

The Wave system (the new SEN policy), which is being implemented, is needs led, not time led. All the children will be allocated to Waves. All learners have targets set and reviewed twice a year. Parents/carers are involved in this process (Structured Conversations).

TM pointed out that Latimer worked hard to, but couldn't always follow the TBAP models due to their size and staff numbers and facilities limitations etc. However he feels that Latimer "know what they are doing" and that TBAP is happy with the way things are run. They have a low staff turnover and they manage safeguarding well – he felt that the expertise they have developed over the years could be shared and put to effective use across TBAP.

## Behaviour log

All behaviours are logged – the Senior Leadership Team (SLT) decide at what level it should be dealt with and what the action is to be - the log is reviewed

every morning by the SLT, for each year group. There is a computer in every classroom where such reports can be input.

The SLT consists of Tony Meehan (Head of School), Zoi Fysikoidi (Student Services Manager – maternity cover), Kate Maidment (Director of Learning), and Monique Berry (Director of Access Inclusion).

TM describes his SLT as “strong” who challenge his approach and decisions in a positive way and give him constructive feedback.

All the statistics and reports are reviewed individually by TM. If a particular teacher is seen as reporting more than average, they are offered support.

The small size of the school makes it more flexible and the data tells them what they need to address immediately.

### Attendance and punctuality

Apart from the recent dip in attendance mentioned at the start of this report, on the whole attendance is good: currently it is 81.5% on some days (it has recently risen sharply with attendance on some days reaching 95%). There are a number of pupils at Portobello/Aspire/Westside who have no direct involvement with Latimer but who are still on the roll. Their attendance boosts current figures up to 91%.

A record is kept within SIMS – if any issues arise, a referral is made to locality teams, but only if the school is unable to resolve it. Such referral is usually triggered by less than 85% attendance rate but the school will step in immediately an absence arises and it is rare that the locality teams need to get involved. The trend is either over 90% attendance or to the other extreme “off radar” - there is very little in between.

The Breakfast Club used to have a significantly positive effect on punctuality. TM plans to look at this again – as attendance of this club has dropped. It is something that ZF will be investigating.

Day to day practice is that staff always act if someone does not attend – they immediately text the absent learner and then calls to parents are made after 20 mins absence. They follow up with home visits themselves if there is still no attendance. Last year TM reported a lack of support available from the Borough Education and Welfare Department. This year, following the Strategy Meeting, things have improved and they have made better links with Tri-Borough and get more support. There are usually a variety of people on the case for repeated non-attenders.

Data is also collected from the Behaviour and Attendance Analysis – this is analysed daily by The Director of Learning (Kate Maidment) and patterns of behaviour are identified and raised in morning briefings. Whenever specific issues of concerning behaviour arise these are discussed briefly with staff and

then taken back to SLT meetings to devise a strategy to address it; for example the issue of unwanted attention by boys towards female learners has ensured a heightened awareness of the issue among staff and a consistent approach.

### Accident Book

This is an online system where accidents and injuries are recorded. Whenever there is an accident or injury a document is completed – the management completes part of the form. Any significant injuries will also be reported to the HSE (Health and Safety Executive). This book is maintained by Tina McDaid, the Senior Administration Officer.

### Support for children at particular risk

All those on the Local Authority protection register have this information shared by professional agencies: troubled families' team, educational psychologist, educational welfare and localities teams.

TM shares the information verbally with staff and their tutor/guide is aware if they are on a child protection plan (and are only given the details that they need). All the basic information is on SIMS and TM keeps a complete record. This applies to children on child protection register, a child in need or a looked after child. Records are also kept for 5 years after that child has left in accordance with the school's obligations.

TM or ZF can make referrals to front door services (social services) if there are issues that have raised concern at school. ZF was an education welfare officer previously and has a full awareness of relevant problems.

TM says it is important for the services to come through the school, as it is often the school that has the relationship with the learner. Last year they felt that they were being overstretched as they are often providing a service that is above and beyond that which they should. This has now been alleviated following the Strategy Meeting. TM described learners' needs as growing and becoming more complex. TM described the frequent need for Latimer "to go the extra mile".

As far as learners on court orders are concerned, previously TM described issues with liaising with YOT. Since the Strategy Meeting liaison has improved dramatically and YOT now work with the school including when constructing and monitoring the educational elements of orders. Many of the learners are on orders and the majority has had involvement with the police. TM reported a good relationship with Emma Crawford, the YOT Court Manager.

They are also involved when school attendance a condition of the ISSP/YROs.

### Bullying, including cyber-bullying, racist abuse, harassment and discrimination

Policies published – see separately. Incidents recorded on SIMS.

If the staff pick up signals, they deal with it. Intervention is ongoing and they organise protection around a child, organise his/her timetables etc appropriately; escort pupils to and from bus stop, station or home; they feel they are very effective in dealing with bullying.

#### Use of physical intervention

The policies are in line with teamteach and safe touch. The policies are provided to all staff and all parents/carers (see above)

They rarely use physical intervention. They have a different approach by necessity as they have a very small setting with no “breakout” space and nowhere to separate learners for them to calm down or be dealt with. They feel extra space is a priority requirement.

TM reported that he felt his staff are very skilled at de-escalation.

The approach appears to be effective – they make a judgement about how or whether to intervene or to allow a learner to kick off (and this may cause damage) with the resulting action of a letter home and a request for compensation for the damage done. They report that this system appears to be effective with learners changing their behaviour accordingly and rarely repeating such behaviour.

#### Meeting the needs of pupils with medical conditions

Currently there are no disabled pupils however there is no equipment or suitable fittings for such learners. The Latimer has no ramps, lifts etc so is unequipped should the situation change – the building is too old-fashioned and too small, with schoolrooms on upper floors. Disabled learners would need to be sent elsewhere.

#### Providing First Aid

There are at least 3 qualified First Aiders in the school (two others in the TBAP office next door).

There is a school nurse – Michael McHugh - who visits the school once a week. He also does drop in clinics where there is a need eg. Vaccination boosters. SM/ZF is in contact with the nurse every week and the nurse is flexible about attending when required and providing support when required.

#### Drug and Substance Misuse

There is ongoing education in this area (PSHE) as well access to support services. The staff would like even more intervention and have instituted a clampdown on smoking, confiscating cigarettes and lighters. These are discarded unless the parents want to come in and collect them. This clampdown is cyclical.

### Educational Visits

A risk assessment is done for all educational visits. These assessments include potential risk in travel to and from the venue as well as situation at the venue. Staffing ratios etc are included in the assessment.

### Internet or e –safety

There are polices in place (see separately) but there also filters on the internet in line with “London Grid for Learning”.

Mobile phones are banned in school and are locked in secure lockers at the start of the day. TM says this may have to be looked at as phones are increasingly being used as a source for learning, however he is still concerned about their capacity for dangerous communication and also distraction.

### Issues which may be specific to a local area eg gang activity.

Information is shared with YOT and the local SNT Police team. The school also do targeted and random searches.

They report a good relationship with the SNT Police however, as mentioned earlier, the promise of an on-site police officer after the Strategy Meeting has not been forthcoming. A liaison officer has been provided (PC Jas Kalah) but TM does not feel that is adequate for the needs of the school and would like the promise of the on-site officer to be fulfilled. PC Curtis is the officer who visits most, though infrequently.

The staff are very alert to drug dealing, mentioning it as it continues to be a major issue – they give no space or time to allow it to happen. Walking over to and using the Westway Centre for sports allows exposure of the learners to negative outside interaction and this is difficult to control. Playgrounds are locked at lunchtime and break time in order to minimise outside interaction.

TM reported an excellent relationship with the PRU opposite – PPP – with mutual support and respect, and also effective and productive information sharing.

### Appropriate arrangements to ensure school security

On a practical level, they do daily checks on the learners’ arrival with a wand metal detector. Everyone is also randomly searched - as are lockers. PC Curtis gave all the staff a lesson in how to search properly. The police constantly search outside for knives etc and the council has been cooperative in cutting back undergrowth (possible sites for concealment of weapons).

There is controlled entry supported by CCTV and also swipe passes on all the doors. There are no walkie-talkies for staff; the school is very contained. There are also still no alert buttons in all the classrooms – I again emphasised the possible risk to staff in not having these buttons and TM agreed to consider them. There are no phones in each classroom which does mean staff can make contact with outside help should they need to do so.

There have been two assaults on staff where action has been taken by police.

The staff liaise with police in the form of the Safer Neighbourhood Team and have a key officer – intelligence is shared. See above for more details.

Radicalisation:

They have had one learner who went abroad to Holland (and possibly aimed to go further) against his family's issues. Latimer used "channel" and "Prevent" and dealt with it effectively. The learner was visited twice by police in Holland who had established that he was staying with his father - he returned to the UK to sit his final examinations at LAPA.

They have held workshops with Prevent etc but TM accepted that it was important to have a regular slot each year in place due to the need for practice to be maintained (to keep up with turnover of staff and students).

## **The quality of leadership and management**

### Staff

All staff members have a line manager. There is no buddy system as the staff are few so are all looked after together. If they have any concerns re child protection, they know to go to a designated person – TM or ZF.

I did not interview any members of staff.

Annually a staff survey is done – the Keele University survey - the data from this survey indicates that the staff feel safe & supported. I was sent a copy of this survey. It includes questionnaires about various aspects of teachers' attitudes to their teaching experience and is very thorough.

Very briefly, the overall response to the survey indicates they enjoy their work most of the time and generally feel involved and that communication is good most of the time. 75% agree staff morale is high. There appear to be issues with some things – only 38% say that they are given every support if they run into difficulties with their work. Appraisal of job performance is perceived as a positive experience by 63% of the support staff.

Regarding the Senior Management Team – 75% strongly agree it provides good leadership with 75% finding the SMT as highly visible and approachable and 63% that they maintain good relationships with school staff.

All staff are given copies of the policies on USB and they also have direct access via the website. If any changes are made to the policies, the staff are all emailed to that effect and the central policy document on the website is updated.

The data from all the surveys – staff and parents (no data from learners) – are fed into the target setting for the next year SIP.

#### Staff Records – this section is in line with TBAP procedure and policy

TBAP keeps the Single Central Register.

This consists of both paper documentation and also is an electronic document. It is kept in a secure area of the system and is based on the Ofsted model.

When staff are recruited their passport are checked and, if appropriate their visas are too.

All staff – including regular visitors eg educational psychologist and so on, are on the SCR.

Contractors – TBAP only use kite marked agencies. The agency has to demonstrate that checks have been done and vetting details are provided. Anything showing up as barred will be alerted. The school has to ask the individual directly to clarify barring – the agency are not entitled to divulge information about their works of their own accord. Apparently most employees chose to be upfront. The agency forms are in a separate area of the SCR - their information is still part of the spreadsheet but the documentation is stored separately.

All files, including CRBs and supporting documents, are kept in a locked office (Richard Gregg's).

Recently the CRB system has changed to the Disclosure and Barring System. Responsibility is now with the individual to produce their disclosure form but the school has to ensure they have it on file. They therefore issue a consent form with any offers of employment. The offer is subject to the completion of police and medical clearances and the consent form says that they agree to produce the document within 14 days of the offer.

If a form is not returned, then school can access the tracking service and they will be able to discover at what stage the application is. The offer would be null and void if the consent form was not returned and checks were not completed satisfactorily.

Every month Richard Gregg and Beverly Dash check that the staff CRBs are up to date. They have a system in place whereby they monitor expiry of CRBs so that they are ready in advance to deal with renewals.

Regarding Human Resources – the Local Authority are contracted to deal with payroll and pensions, however TBAP deal with their own recruitment and also take control of clearances and safeguarding and supporting documentation. They deal with the employment contracts and offer letters. The LA is given copies of everything. Medical clearances are dealt with by Occupational health but once a certificate is granted, it is sent to TBAP.

TBAP also have access to the DofE website so that they can check teachers QTS – qualified teacher status. All staff are registered on this website.

I observed a file and saw the process from application to appointment and the checklist of all actions, reference replies and so on.

#### Accident Book

Staff member responsible – Tina McDaid

This is an online system where accidents and injuries are recorded. Whenever there is an accident or injury a document is completed – the management completes part of the form. Any significant injuries will also be reported to the HSE (Health and Safety Executive).

#### Health & Safety

Staff member responsible – Tina McDaid

In 2011 a specialist was used to review the existing policy and a risk assessment was set up. This is to be done again in 2013.

#### Training Record

Staff member responsible – Tony Meehan.

Blue Wave Swift is the recording system and it is possible to access training records.

TM ensures all staff are present on CPD courses that are done by the LA.

### **OVERALL RECOMMENDATIONS**

1. At the Strategy meeting, it was acknowledged by the Police that Latimer was in need of an on-site police officer that would be based at Latimer for part of the week. This proposal was agreed immediately by the policy

however since then, they have only provided a liaison officer. It is important that this on-site police officer is appointed as soon as possible – it has already been recognised that it is necessary however it appears that there has been a lack of clarity and commitment from the police since that meeting. Perhaps contact could be made with the local police in order for that appointment to be confirmed.

2. Following the Strategy Meeting, it is important that the focus is on how to get back to teaching and learning however it is important that the renewed and improved engagement from the services is maintained. A post strategy review meeting will be held in the autumn term and it is hoped that representation from all parties will be in place.
3. If the wave system is to be introduced it may be that Latimer should be given more scope with staff and budget, as currently it appears that they cannot fully support the wave system.
4. TM again raised an issue of immediate concern and that is peer on peer sexual pressure and behaviour. He reiterated his wish for some input on this issue from TBAP.
5. The lack of “breakout” space and nowhere to separate learners for them to calm down or be dealt with continues to be a major issue. The extra space is a priority requirement – not just for calming down space but also for day to day needs. For example during exam time, there is a great pressure on classrooms and staff as learners need to be separated and adjudicated in classrooms – presently that involves a juggling act and is placing a strain on staff and resources. More space is needed as a matter of urgency.
6. Lack of playground space is a concern especially given the issues that arise when travelling to and playing in the local pitches at the Westway Centre. The negative impact of member of the local neighbourhood interacting with learners during these periods is significant and it would be helpful to staff and learners alike to minimise this interaction. More space is needed.
7. There are no disabled facilities – as such, no disabled children will be able to attend the school. This may have implications for passing HSE checks. The only answer that would deal with this situation is a move to new premises.
8. Safety of staff is to be highlighted. Are walkie talkies in the pipe line? It would also seem sensible that alert buttons were installed in the classrooms although I acknowledge that phones are now in the classrooms and that does provide some degree of security. However the fact remains that it only takes one incident for such a lack to become a critical omission.

9. The school has held workshops with Prevent etc but it is important to have a regular slot each year in place due to the need for practice to be maintained (to keep up with turnover of staff and students). TM agreed with this but I suggest that an annual plan is drawn up so that we can be sure these workshops etc are happening annually.
  
10. Whilst there is clearly great strength with the policies and procedures designed by TBAP and the obvious expectation is for them to be adhered to across the TBAP family, I do believe there is some merit in recognising that schools such as Latimer cannot always follow the TBAP models due to their size and staff numbers, budget limitations etc. Latimer clearly operates very effectively in a challenging environment, with challenging learners. I do believe that TM and his team deserve recognition and commendation for the terrific job that they are doing.

Alexia Fetherstonhaugh  
Director (Safeguarding)  
TBAP  
24<sup>th</sup> June 2015