

How ISI inspects safeguarding

Safeguarding children is central to ISI's work. By 'safeguarding', ISI means protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

ISI's role is to inspect schools against regulatory requirements prescribed by the Department for Education. These are set out in Schedule to [The Education \(Independent School Standards\) Regulations 2014](#) (the "Independent School Standards"). For boarding schools, ISI also inspects against the [National Minimum Standards for Boarding Schools](#) and, in schools with early years pupils, ISI inspects against the [statutory framework for the Early Years Foundation Stage](#). A school which fully implements all the standards will maintain a robust safeguarding culture.

Safeguarding considerations are woven throughout the regulatory requirements that ISI inspects and ISI inspectors are expected to be alert to evidence relating to a school's safeguarding arrangements at any point and in any context during an inspection. However, the regulatory requirements and inspection activities which are particularly relevant to safeguarding are described below. This document is not intended to be exhaustive, but rather function as a guide to typical inspection activities. This document should be read in conjunction with ISI's internal [safeguarding policy](#) and ISI's [Safeguarding concerns raised during inspection](#): instructions for inspectors.

Readers with concerns about a child, including about abuse whether now or relating to former pupils (in the case of child sexual abuse), should refer to [Concerns about a School](#). It is not the role of inspection to investigate and make findings on specific safeguarding allegations or concerns, that is the remit of the police and / or local authority. Contact details for the relevant agencies are included in the safeguarding policy of each school published on the school website. Inspectors do consider how schools are handling safeguarding matters over time in order to assess whether they meet regulatory requirements.

What does ISI inspect?

Regulatory requirements & statutory guidance – sources

The safeguarding standard

- ISI is required to make two specific and overarching judgements in relation to safeguarding in reporting whether a school meets paragraphs 7(a) and (b) of the Independent School Standards:

"7. The standard in this paragraph is met if the proprietor ensures that—

*(a) arrangements are made to safeguard and promote the welfare of pupils at the school;
and*

(b) such arrangements have regard to any guidance issued by the Secretary of State."

- The “guidance issued by the Secretary of State” in paragraph 7(b) refers to [Keeping Children Safe in Education](#) September 2019 (KCSIE) and [Working Together to Safeguard Children](#) July 2018 (*Working Together*). Ascertaining whether schools have regard to this guidance is fundamental to the inspection of safeguarding. The duty to ‘have regard to’ the guidance means that schools must follow it in the absence of good reason.
- Other advice from the government to schools about particular safeguarding issues is taken into account on inspection but is advisory only unless underpinned by law.

Other standards relevant to safeguarding in all schools

- ISI is also required to report on whether a school meets requirements relating to the spiritual, moral, social and cultural development of pupils (Part 2), the welfare, health and safety of pupils, including matters such as bullying, behaviour and risk assessment (Part 3), the suitability of staff, supply staff, and proprietors (Part 4), premises of and accommodation at schools (Part 5) and the quality of leadership in and management of schools (Part 8), all of which are integral to a school’s safeguarding arrangements.

Additional standards for boarding schools

- For boarding schools additional legal requirements are set out in the National Minimum Standards (NMS) for Boarding Schools such as NMS 3: Boarders’ Health and Wellbeing; NMS 4: Contact with parents/carers; NMS 6: Safety of Boarders; NMS 11: Child Protection; NMS 12: Promoting positive behaviour and relationships; NMS 13: Management and development of boarding; NMS 14: Staff recruitment and checks on other adults; NMS 15: Staffing and supervision.

Additional standards for early years provision

- The Statutory Framework for the Early Years Foundation Stage also imposes additional safeguarding requirements for early years settings in Section 3: The safeguarding and welfare requirements.

Safeguarding culture

- Though ISI reports do not contain an overall judgement on the school’s culture, understanding the institutional culture is an essential part of the inspection of safeguarding. The importance of organisational culture is now recognised in the statutory guidance *Working Together*. In line with *Working Together*, inspectors will assess whether schools “have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children ... including:
 - a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services
 - ...a culture that enables issues about safeguarding and promoting the welfare of children to be addressed
 - creating a culture of safety, equality and protection within the services they provide’.

Types of inspection

An explanation of the types of inspection and more information about how they are commissioned is available on the [ISI website](#).

Safeguarding requirements – summary

The following is a high level summary of safeguarding issues examined on inspection. For the full detail there is no substitute for reading *KCSIE* (110 pages) any part of which may be relied on by inspectors, as appropriate to a particular situation, *Working Together* (111 pages), together with the full text of the Independent School Standards and the NMS for boarding.

- The school’s arrangements for keeping pupils safe must be recorded in a comprehensive policy which must be published on the school website, if there is one, or otherwise actively provided to parents of pupils and prospective pupils. The following matters will be described in that policy which will also form the basis of the practice and safeguarding training for all those working with pupils.
- The school must be committed to acting in the best interests of the pupils, prioritising this over the perceived interests of the institution if necessary. All members of the school community must know their role in keeping children safe and know how to raise concerns and follow up if their concerns are not taken seriously.
- The school must have and robustly implement effective procedures for dealing with and referring concerns about children in need and/or at risk, in accordance with locally agreed inter-agency procedures. The key statutory guidance should be referenced in the policy and the name of the local safeguarding partners provided.
- There should be in-school arrangements for listening to children and providing early help.
- Staff should be able to recognise abuse of the types referenced in *KCSIE*, including Annex A for those who work directly with children, and be aware of the particular vulnerabilities of those with SEN/D including to peer-on-peer abuse.
- The school must have arrangements for dealing with allegations of peer-on-peer abuse, including sexting and any other relevant issues, and for supporting victims and perpetrators.
- The school must have and implement clear arrangements for handling allegations of abuse against members of staff, volunteers and the head, including reporting to the Disclosure and Barring Service and the Teachers Regulation Authority where required.
- There must be an appropriate, known code of conduct policy for adults, which is lived-out in practice.
- The school must have effective whistleblowing procedures and staff must know how to recognise and raise concerns, including low-level concerns. The culture of the school must be such that they would have the confidence to do so.
- Rigorous recruitment procedures must ensure that all adults who come into contact with pupils are suitable to work with children. All checks required by the Independent School Standards and *KCSIE* must be carried out to the extent possible and recorded scrupulously in a central register of appointments. When appropriate, schools should be confident to go beyond legal requirements - as described in *KCSIE*.
- Management of safeguarding must be led by a trained designated safeguarding lead who is a member of the senior leadership team with sufficient time, authority and resources to fulfil the role. There must be sufficient cover for this role, including in the EYFS. Particulars of the lead and deputies should be available in the policy.
- The designated person, staff, volunteers and the head must be trained for their roles, in accordance with the requirements set out in *KCSIE* from time to time.
- There must be a board-level lead for safeguarding and the proprietor must ensure proper oversight of safeguarding, and have arrangements for reviewing the school’s child protection policies and procedures at least annually.

- The school must teach children how to stay safe, including on-line and from risks such as radicalisation, county lines and other forms of exploitation.
- There must be arrangements to fulfil the school's other safeguarding and welfare responsibilities such as arrangements for looked-after children, if relevant, site security, risk assessment, attendance, bullying.
- Sufficient contact details must be published in the safeguarding policy to ensure the school's safeguarding arrangements are workable in practice.
- Measures to ensure internet safety at school (where the school allows access to the internet onsite) must be implemented including the use of mobile technology in school and cameras (particularly in the EYFS) and filters and monitoring of usage.

How does ISI inspect safeguarding?

Summary

Safeguarding considerations are embedded in all inspection activity. In brief, ISI's electronic Record of Evidence is pre-populated with prompts to step inspectors through the inspection of every aspect of the safeguarding requirements. Where non-standard issues are known or arise on inspection, additional inspection trails are developed and added into the Record of Evidence to particularise it to the individual school and situation. Detailed guidance for inspectors on interpreting regulatory requirements is available in ISI's Commentary on the Regulatory Requirements and on-inspection advice for inspectors is available from senior Reporting Inspectors and ISI's Legal, Regulation and Policy team. Inspection judgements are made by the team as a whole, based on the totality of evidence at the end of the inspection.

Detailed methodology

Pre-inspection

The inspection of a school's safeguarding arrangements begins well before the inspection visit.

Teambuilding

- ISI's Delivery Team schedules inspections according to an agreed protocol. Each inspection is risk assessed based on the information known to ISI about the school and appropriate actions are taken to build an appropriate team, for example, by allocating inspectors with a particular level or area(s) of experience and/or a monitor¹ or an additional inspector.
- Six to eight weeks before an inspection the Reporting Inspector (lead inspector) receives background information from ISI. Where there are already significant concerns about the school these are flagged. The inspection team may also receive a school-specific briefing from the Chief Inspector or her deputies in advance of particularly sensitive inspections.

¹ An experienced inspector who shadows the Reporting Inspector and is on-hand to offer support and guidance during the inspection.

The Record of Evidence

- An essential part of the Reporting Inspector's pre-inspection work is to begin to populate and tailor a Record of Evidence. The Record of Evidence is a crucial document which acts both as a plan for the inspection team and a record of the evidence gathered to reach inspection judgments. It is based on a template which sets out in extensive detail the areas to be inspected and includes specific prompts, questions and records. It is not a checklist or static document however and must be tailored to each inspection by the Reporting Inspector.
- The Record of Evidence is vital in ensuring that all team members are briefed fully prior to the inspection. Team members receive the Record of Evidence in advance of the inspection pre-populated by the Reporting Inspector with all emerging evidence and planned inspection trails.

Contact with local authority

- Prior to an inspection, ISI makes school-specific enquiries of the relevant local authority (including via the local authority designated officer) to ascertain whether the local authority holds any information which would assist the inspection team in assessing the school's implementation and understanding of safeguarding procedures.
- We ask local authorities to complete a standard form, confirming whether there have been any referrals in the past three years and/or any other contact with the school and whether they have any comments on how the school handles safeguarding allegations and for any other information they wish to share with ISI.
- Information provided by local authorities is shared with the Reporting Inspector prior to the inspection who will use it to populate the Record of Evidence as described above.

Concerns log

- ISI's Concerns Log is a record of all complaints and concerns received by ISI about the school from any source, including parents, pupils, staff, former employees, local authorities, and the DfE. It is compiled by our Safeguarding and Prevent Officer, who handles all in-coming [concerns](#), from parties such as parents and others. The officer also gives immediate advice and ensures that information received is recorded and referred to the Department for Education and other agencies, where appropriate.
- Reviewing the Concerns Log is an important element of pre-inspection preparation – all entries are seen by the Reporting Inspector to inform inspection planning and are also added to the Record of Evidence at this stage. **It is not the role of inspection to investigate and make findings on specific safeguarding allegations or concerns, that is the role of the local authority and / or police.** However, the inspection team will look at how the school is handling safeguarding matters over time in order to assess whether the school meets regulatory requirements.
- The Concerns Log also contains information pre-dating the previous inspection in order to enable Reporting Inspectors to trace the school's 'track record' back through several inspection cycles with a view to spotting recurrent patterns of risk.
- The Concerns Log will also outline any unannounced one-day additional inspections commissioned by DfE and provide details of schools' responses to any previous inspection failings.

- Where a school is found to be fully compliant Reporting Inspectors complete a checklist which identifies information that might be relevant to future inspections. Such information might include guidance given, concerns, questionnaire outcomes and/or non-material regulatory non-compliance.
- Reporting Inspectors are also provided with a summary of all the concerns linked to a particular school in order to help them analyse patterns and provide context to current concerns.

DBS referrals

- The DfE routinely notifies ISI of DBS referrals made by schools. ISI follows up by contacting the relevant local authority designated officer and the school to ask for further information about how the matter was handled. ISI logs this information and reports back on any concerns to the DfE.
- Any information arising from this contact is provided to the inspection team prior to the next inspection of the school.

Analysis of safeguarding policy

- A school's safeguarding policy is the bedrock of its safeguarding practice and a resource for all members of the community about the procedures, expectations and challenges in the particular institution. The school's safeguarding policy is initially reviewed in-house at ISI against a schedule of core requirements based on the statutory guidance *Keeping Children Safe in Education* and agreed with the DfE. The initial in-house analysis is designed to flag any significant issues around content which might have implications for practice; it is not in itself a compliance judgement.
- The policy checker will also carry out an internet search on the school and take a note of any publicly available information relating to safeguarding or other issues at the school.
- The analysis of the policy and results of the internet search are shared with the Reporting Inspector, who then undertakes their own comprehensive review of the policy, taking into account the full contextual information about the school and its compliance history. The final policy analysis complete with Reporting Inspector's comments is added to the Record of Evidence.
- The policy analysis is then used by the Reporting Inspector to identify trails for follow up during inspection to ensure that the policy is rigorously implemented in practice. These are recorded in the Record of Evidence.
- Once the school has been notified of the inspection, feedback on the safeguarding policy is shared with the Head. The Reporting Inspector will identify any areas where the policy does not have regard to current guidance. Schools may choose to make minor amendments for clarification at this stage. However, for a finding of compliance, practice must demonstrate that the school already meets the applicable standards.

Analysis of other relevant policies and documentation

- Alongside the review of the safeguarding policy the Reporting Inspector will look at other policies and documents prior to the inspection which may have an impact on the team's judgement on safeguarding. This includes policies relating to whistleblowing, safer recruitment, anti-bullying, e-safety, children going missing from education, peer abuse,

mobile phone use in EYFS settings, boarding safeguarding, risk assessment, supervision, health and safety and the staff code of conduct.

- The analysis of policies and documentation is used by the Reporting Inspector to identify inspection trails. Issues flagged for follow up are noted in the Record of Evidence.

Pupil, parent and staff questionnaires

- Once the inspection is announced, the school is required to send ISI's inspection questionnaires to parents, staff and pupils². The questionnaires contain questions relating to safeguarding, enabling staff, pupils and parents to give their views on the school's arrangements.
- The parent questionnaire asks parents whether the school safeguards their child effectively and offers the opportunity for comments.
- The pupil questionnaire asks pupils whether the school keeps them safe and whether there are adults to talk to if they are worried and also offers the opportunity for comments.
- The staff questionnaire asks whether:
 - the school listens to children and takes any requisite action
 - the school deals promptly and correctly with any concerns about pupils' welfare
 - the school would deal promptly and correctly with any concerns about the conduct of adults towards children
 - staff would have any reservations about using the school's whistleblowing policy if their concerns about a child are not being taken seriously
 - their safeguarding training equips them to deal effectively with any concerns about pupils which may arise
 - the school provides clear guidance to pupils and staff about keeping safe online.
- Responses to the questionnaires are centrally analysed by ISI and the analysis is then provided to the Reporting Inspector (along with the underlying responses) to identify any trends and potential issues for follow up during inspection. An analysis of the responses and any comments of concern are also added to the Record of Evidence.

Pre-inspection information form

- All schools are required to complete a pre-inspection information form.
- The form includes questions relating to behaviour and bullying at the school (including in relation to exclusions and sanctions). It also includes the questions:
 - *Have there been any safeguarding concerns raised or allegations made concerning safeguarding in relation to a member of staff or other person connected with the school since the previous inspection?*
 - *If so, please provide details of the concern(s) or allegation(s).*
 - *Please indicate any cases where a member of staff or other person connected with the school is subject to investigation, has resigned (before or after the end of such an investigation), or has been dismissed or disciplined for any reason related to the safeguarding of a child or children. In each case, briefly mention any referral made to the Disclosure and Barring Service (DBS) or the Teaching Regulation Agency (TRA) (or their predecessor bodies, eg NCTL) since the previous ISI inspection.*

² For routine inspections. This process may vary for short visits.

- It is a requirement for schools to provide information reasonably requested for inspection purposes (see paragraph 32(1)(g) of the current Independent School Standards). Such information should therefore be disclosed to inspectors.
- As above, the information provided is added to the Record of Evidence along with any related inspection trails.

During inspection

Record of Evidence

- As described above, inspectors use the Record of Evidence as an outline for inspection activity, however it is not a prescriptive document. By the time the inspection visit starts it will already have been tailored to the inspection by the Reporting Inspector with specific inspection trails and additional questions. As the visit progresses, evidence gathered will be added to the Record of Evidence.
- Whilst some inspection activities are specifically targeted at identifying whether a school meets a particular standard, inspecting safeguarding is not a tick-box exercise and inspectors are encouraged to take a flexible approach, draw evidence from multiple inspection activities and re-prioritise activities where necessary to ensure that as full a picture as possible is obtained.

Designated Safeguarding Lead

- A scheduled interview will take place with the Designated Safeguarding Lead (DSL). Inspectors will scrutinise the school's approach to safeguarding, including how the school has handled any matters that have arisen since the previous inspection.
- The conversation with the DSL is wide-ranging, and may cover such matters as the DSL's understanding of their role as set out in KCSIE and the support and resources available to them; staff training and inductions; how the school deals with specific issues and situations (eg concerns about a child, allegations against staff, a child going missing from education); how the staff code of conduct and whistleblowing procedures work in practice; how staff and other adults coming into contact with pupils at the school are vetted; how pupils are taught to keep safe; how the school's IT systems help to keep children safe; how the school seeks to prevent radicalisation; referrals; record keeping; and risk assessment; identifying patterns of concern.
- Inspectors will also ask the DSL to talk them through current or recent safeguarding matters and records. Inspectors review individual files chosen by the reporting inspector and triangulate their emerging findings against other evidence (see below for more). As above, the purpose of this exercise is not to make findings on specific matters (eg whether an allegation is substantiated), but rather to assess whether the school handles such matters in line with regulatory requirements and guidance.

Head

- The inspection team will usually speak to the Head (or if they are unavailable, their deputy) on multiple occasions during and in advance of the inspection visit, but there will be at least one formal scheduled meeting in which amongst other topics inspectors will explore with the Head how the school handles allegations, referrals and complaints, using relevant documentation such as safeguarding records or the complaints log as a basis for discussion.

As above, the purpose of this discussion is not to make findings on specific cases, but rather to assess whether the school is meeting regulatory requirements. The Head has a specific role in relation to allegations set out in KCSIE, so it is important for inspectors to explore their understanding and fulfilment of this role.

Proprietor / governors / safeguarding governor

- Inspectors will meet with the proprietor or members of the governing body or equivalent to examine how they ensure effective oversight of safeguarding. Inspectors will seek evidence that governors/proprietors have good oversight of safeguarding, including policy review and implementation and that they receive appropriate updates.
- Inspectors will consider whether the nominated safeguarding governor has the appropriate skills and knowledge for the role.
- Inspectors will also check that the proprietor or chair is aware of their safeguarding responsibilities in the event of allegations being made against the Head.

Interviews and discussions with other members of staff

Depending on the length and nature of the inspection, inspectors may meet with staff such as the following:

- **Pastoral leads** – to explore how the school manages behaviour and bullying. This will be used along with other evidence such as pupil discussions, questionnaire responses and the school’s bullying and behaviour policies and sanctions log to check whether the school prevents bullying as far as possible and promotes good behaviour by fully implementing effective policies in these areas.
- **Deputy Head, Heads of SMSC/PSHE** – part of this discussion will cover the steps the school takes to actively teach pupils how to keep safe.
- **Health and safety lead** – discussion based on records including risk assessments, accessibility plan, first aid and fire arrangements.
- **School office staff/registrars** – discussion re admissions and attendance.
- **Human resources** – recruitment process, single central register of appointments, training records
- **Groups of staff** – on every standard inspection inspectors meet with groups of staff chosen by the inspection team to cover a breadth of roles and levels of seniority. Inspectors will seek to find out whether the school’s safeguarding policy is being implemented, whether staff know what to do if they have concerns about a pupil or a colleague. Inspectors will also seek to gain an understanding of the school’s culture when it comes to safeguarding and listening to children.
- **SENCO**
- **Heads of boarding & other boarding house staff**
- **EYFS lead & EYFS staff**
- **Others**

Discussions with pupils

- Inspectors will speak to as many pupils as possible, including during scheduled meetings with groups of pupils in different year groups (chosen by the inspection team, not the

school), scheduled discussions with pupil leaders such as prefects or council members and informal discussions with pupils at lunch, break times and during other inspection activities.

- Inspectors probe how the safeguarding policy is implemented, checking for example whether pupils feel safe at the school, feel they are listened to and have people to talk to, whether they are taught how to keep safe online and the culture of the school.
- Pupil interactions with peers and staff observed throughout the inspection will also contribute to inspectors' understanding of the school's safeguarding culture.

Scrutiny of safeguarding and complaints records

- During the inspection, inspectors will review and assess relevant records made available by the school. This will include reviewing safeguarding records and files, chosen by the inspectors, relating to pupil welfare and any incidents and allegations. Examples of documents examined by inspectors include individual safeguarding files, evidence of referrals, responses and subsequent actions taken by the school, internal reviews and minutes of governors' and other meetings.
- Scrutiny of these records is important in assessing whether the school's safeguarding arrangements are in line with Keeping Children Safe in Education and Working Together. For example, inspectors will check that referrals are made within appropriate timeframes, that thorough and sufficiently detailed records are maintained, that parents are kept informed as appropriate. They will also review whether there are systems in place to provide appropriate oversight and identify patterns of concern. This will be triangulated with evidence from other sources, such as the information provided by the local authority and discussions with the DSL and Head.
- Inspectors will also review the school complaints log and/or records with a view not only to identifying whether the school's complaints procedures meet regulatory requirements relating to the handling of complaints, but also to identify any evidence that may be relevant to the school's safeguarding arrangements.
- Risk assessments. Inspectors will expect to see evidence of thorough risk assessments being undertaken in accordance with regulatory requirements. Examples of safeguarding matters giving rise to such requirements would include where a report of peer-on-peer sexual violence has been made or an allegation against a member of staff, or in relation to the school's duty to prevent pupils being drawn into terrorism, where individual pupils are particularly vulnerable to safeguarding risks or where there is a delay in receiving the result of a criminal record check for a new member of staff.

Employment and training records

- Ensuring that schools have taken the required steps to check the suitability of staff, supply staff, proprietors, volunteers and other adults coming into contact with children at the school is an important part of the inspection of safeguarding.
- Inspectors will review in detail the school's Single Central Register of Appointments ("SCR"), which contains details of all appointments and relevant vetting checks. Discussions will take place with the member(s) of staff responsible for completing the SCR to understand the school's processes and discuss any anomalies.
- Inspectors will also scrutinise a sample of underlying personnel files to ensure that the SCR correctly reflects these. Inspectors will flag issues and raise these with the school during the

inspection. Depending on the nature and extend of the issues identified, this may lead to a reported failure to meet regulatory requirements.

- Employment procedures, records and policies will also be checked by the inspection team. This will include the whistleblowing policy and staff code of conduct and there will be specific follow-up in these areas during interviews with staff to check that staff are familiar with both. In particular, inspectors will seek to discover whether staff understand the behaviours expected of them by the school and their right to whistleblow.
- Staff training records are reviewed and evidence drawn from these is cross-referenced with discussions with groups of staff. The purpose of this is to check that appropriate training is in place that results in all staff being aware of their local early help process and their role in it, how and when to make referrals, and what to do if they have concerns about a child.

School site tours

- Inspectors will undertake a general site tour and during the course of this will consider whether site security is adequate from a safeguarding perspective in conjunction with other inspection activities such as discussions with pupils and staff and analysis of risk assessments and other documentation.
- In a boarding school, the inspection team will visit all of the boarding houses, contact the independent listener and as described above will meet with boarding pupils and staff to assess whether the National Minimum Standards for Boarding Schools are met.
- The inspection team will also visit any early years setting, to check that the requirements of the Early Years Foundation Stage are met.

Lessons, assemblies & other activities

- Inspectors will attend lessons, assemblies, registration sessions, breaks and mealtimes, and other school activities during their visit. Inspectors are trained to consider the impact of what they are seeing or hearing at all times on safeguarding judgements. Such activities and other *ad hoc* conversations with staff and pupils may be particularly helpful in identifying whether the school has a strong safeguarding culture – for example it may give inspectors a sense of how pupils are listened to by staff or how pupil behaviour is managed in practice.

Evaluation

- As inspectors gather inspection evidence they must continually ask themselves what it amounts to and what other evidence should be sought to corroborate it or otherwise.
- All inspection evidence must be triangulated with evidence gathered from the variety of sources described above in order for the inspection team to reach secure judgements.
- The inspection team meets regularly throughout the inspection and at the end of the first day a meeting is held to discuss and analyse the evidence gathered so far and identify any concerns, gaps or other areas for follow up.
- Towards the end of the inspection the inspection team will meet again to agree provisional inspection judgements. Inspection judgements are corporate and all members of the team are encouraged and expected to challenge and scrutinise the provisional judgements to ensure they are robust.

Safeguarding concerns found on inspection

- Instructions for inspectors on what to do and how to report when safeguarding concerns are disclosed on inspection are found in: [Safeguarding concerns raised during inspection: instructions for inspectors](#). Essentially, ISI must ensure that the concerns are properly referred to the appropriate person or statutory agency.

After inspection

- The Reporting Inspector is responsible for preparing a draft inspection report and for compiling the final Record of Evidence, which will be retained on file by ISI. Both documents are subject to a quality assurance process involving review by senior inspectors.
- The inspection team’s overall assessment of the school’s safeguarding arrangements can be found in the Regulatory Compliance Inspection report under the heading “Part 3 – Welfare, Health and Safety”. Inspection findings on the other safeguarding-related areas mentioned above are reported under relevant headings.
- All inspection reports are sent to the DfE. Where necessary, the DfE has power to request an Action Plan from the school and to commission further inspections to monitor progress.

ISI’s purpose is to enable children to be safe, well-educated and to thrive. We work closely with other agencies including the DfE, Local Safeguarding Children’s Boards, The Charity Commission, Ofsted and law enforcement agencies to ensure that our safeguarding practices are robust. We have a culture of continuous reflection and self-improvement and we keep our policies and practices under regular review to make sure that they are as effective as possible.