



Safeguarding Report for Academic Year 2022/23

1. Safeguarding Team and processes

1.1 The Safeguarding Team for the main school consisted of the following members of staff:

Designated Safeguarding Lead:

Warren Griffiths (Head of Wellbeing & Safeguarding)

Deputy Designated Safeguarding Leads:

Joolz Scarlett (Head Teacher)

Helen Hannam (Associate Head Teacher)

Viktoria Kincses (Head of Towards Independence)

Shelley Thomas (Head of Therapies)

Rebecca Brosnan (Head of First School)

Sarah Fraser-Thwaites (Head of Specialist)

Amelia Anderson (Head of Nurture – Independence and Towards Independence)

Josie Glover (Head of Nurture - First School and Specialist)

Nagina Pazir (Wellbeing and Attendance HLTA)

Designated Teacher for Children In Care:

Amelia Anderson and Josie Glover

Designated Governor for Child Protection and Children In Care:

Simon Calvert

1.2 Safeguarding Team members are visible to staff, visitors, and students by the Orange Safeguarding lanyard that all team members wear, different to the normal staff lanyards which are grey in colour. There are also a number of posters around the school buildings indicating who the Safeguarding Team members are and all visitors to the school are given our safeguarding leaflet which provides guidance on our safeguarding processes. School staff have immediate access to the Safeguarding Team via the staff radio system.

1.3 Our school Safeguarding Policy is accessible on our safeguarding section of the school website and is updated annually in line with the Government's statutory safeguarding guidance for schools; Keeping Children Safe in Education 2023. The policy

builds upon the legislation within The Children Act 1989 and the statutory guidance of Working Together to Safeguard Children 2018.

1.4 Given that we have students aged 18 and 19 and who are therefore legally adults, The Children Act 1989 is not relevant to them and instead we are required to follow adult safeguarding procedures when we have concerns, as set out in The Care Act 2014. This is referenced within our Safeguarding Policy.

1.5 Our school website provides additional information and resources that can be accessed by parents, staff and students on relevant safeguarding issues such as Child Sexual Exploitation, Internet Safety, Radicalisation, and Honour Based Violence.

1.6 As part of our internal safeguarding training to staff, a clear message is given that members of the Safeguarding Team are accessible to staff at any point of the school day should they have a safeguarding concern therefore allowing staff to interrupt meetings in order to liaise with a safeguarding lead. Staff members are instructed that, where possible, I should be the first point of contact for all safeguarding concerns. However if I am unavailable and another safeguarding lead has dealt with the issue, they will still update me so this allows me to have complete oversight and awareness of all safeguarding issues; my responsibility as Designated Safeguarding Lead.

1.7 When safeguarding concerns are raised about a student, a safeguarding record will be opened for them. This will remain in use for the duration that they are a student and will become a chronology for all information relating to safeguarding i.e. meeting minutes, all concerns raised and the actions taken, referrals etc.

1.8 As of October 2022, we migrated our safeguarding records to an online system; Safeguard My School. This improves the Safeguarding Team's awareness of new or ongoing safeguarding concerns as whenever an entry on the system is made an alert is sent via email to all members of the team providing them with a link directly to this new information.

2. Safeguarding Training

2.1 Over the course of the 2022/23 academic year, safeguarding training and updates were delivered through the following ways to all staff:

- Reading Part One of Keeping Children Safe in Education 2022 (Tracked via School Bus)
- Reading our Safeguarding Policy (Tracked via School Bus)
- All new starters attended face to face safeguarding training with me as well as receiving pertinent safeguarding information during their induction.
- All existing staff completed on-line refresher safeguarding training via the National College
- All staff (new starters and existing staff) completed on-line PREVENT training via the National College

- All of the Safeguarding Team completed on-line refresher Designated Safeguarding Lead training via the National College

Additionally, although not safeguarding specific, other training and updates we delivered also touched upon/included safeguarding topics:

- Team Teach training
- Nurture Principles training
- Reading our Behaviour Policy (Tracked via School Bus)
- Reading our Staff Handbook (Tracked via School Bus)

2.2 In order to ensure I am abreast with topical safeguarding themes, new or changes in processes or legislation, I am part of the Local Authority's Designated Safeguarding Lead network. This provides termly meetings where information and learning is shared.

2.3 Towards the end of the last academic year we began including a safeguarding segment in the weekly staff newsletter which allowed us to remind staff of pertinent safeguarding information and relevant updates.

3 Students open to Children's/Adult Services and our involvement/reporting.

3.1 At the end of the 2022/23 Academic Year, the following number of students were open to Children's/Adult Services

- 2 students subject to Child Protection Plans
- 27 students subject to Child In Need Plans
- 16 students open to Early Help Plans
- 6 students in Foster Care
- 5 students open to Adult Services

The above figure of open cases is largely consistent with previous academic years and is likely to be similar in future academic years given that under The Children Act 1989, children with additional needs/disabilities are afforded formal support regardless of whether there are safeguarding concerns or not. Therefore, a good proportion of our students who receive support via Child In Need or Early Help Plans do so because of additional needs/disability and not because of safeguarding concerns.

3.2 Given the high number of students open to Children's/Adult Services, we as a school were required to attend 135 multi-professional meetings over the course of the academic year, again in line with previous years totals.

3.3 There were 465 safeguarding concerns raised by staff across the academic year, an increase of 25%. It would be my opinion that this was due to a combination of factors; an increase in student numbers, the ever-increasing complexity of the students on our role, and a continued high level of awareness shown by our staff members.

3.4 The above 465 concerns resulted in us contacting Social Care on 164 occasions culminating in 21 formal referrals being made; 16 of these being safeguarding referrals to the relevant MASH (Multi-Agency Safeguarding Hub) and the remaining five being requests for Early Help services. The 16 safeguarding referrals is a 128% increase on last academic year which can partly be explained by the updates to 'Keeping Children Safe In Education' which required schools to give more regard to the risk of 'Peer on Peer abuse'; five of our safeguarding referrals related to this.

3.5 Comparative data to previous two years is as follows:

	<u>2022/23</u>	<u>2021/22</u>	<u>2020/21</u>
CP Plans	2	3	3
CIN Plans	27	32	28
Early Help Plans	15	16	23
LAC Plans	6	6	7
Adult Services Plan	5	8	2
Concerns raised by staff	465	372	405
Contacts made with Social Care	164	123	83
MASH Referrals	5	7	7
Early Help Referrals	6	13	4
Meetings attended	134	158	134

4 Governance and oversight

4.1 Safeguarding concerns are discussed by school leaders on a weekly basis in Leadership Meetings. They are also shared with the relevant class Teachers and class staff on a need-to-know basis and Teachers will always be invited to attend any Social Care/Adult Care led meeting so they are fully aware of what is happening with their student.

4.2 As explained in 1.8, our online Safeguarding Database allows all safeguarding leads to be notified of new or updates to existing concerns in real time. However, as Designated Safeguarding Lead, I quality assure each record and close them off once all relevant actions have been completed.

4.3 Along with the Designated Governor, I carry out a bi-annual safeguarding audit using a template providing by the Local Authority for which is then sent back to the Local Authority on completion. Additionally, the Designated Governor, Head Teacher and I will audit the Single Central Record termly to ensure we are compliant with Safer Recruitment requirements.

4.4 Due to the significant risks associated with online safety, alongside the ICT Manager, we carry out an online audit twice per year to ensure we have the relevant controls in place to ensure our students are safe online whilst they are using technology in school.

4.5 As part of continuous professional development, I attended termly RBWM Safeguarding Networking meetings alongside DSL's from other RBWM Schools.

4.6 Manor Green continues to sign up to Thames Valley Police's 'Operation Encompass' which allows the police to notify us directly if they have attended any domestic violence call-outs regarding any of our students.

4.7 All our students have a Boxall Assessment carried out on them which determines their Social, Emotional and Mental Health needs. Their baseline assessment is done in Term 2 and the needs identified will feed into their EHCP and ACE targets. A review assessment is then carried out in Term 4 and 6 to track their progress.

4.8 We continue to support the Social, Emotional and Mental Health needs of our students (90 attended last year) through our wide range of emotional therapies which includes:

- Play
- Art
- Music
- Drama
- Talking
- Reflexology
- Self-esteem groups

5 Next Steps

5.1 We are aware of the emotional impact managing safeguarding concerns/processes can have on our safeguarding leads. We are therefore looking at how we can provide relevant support via Clinical Supervision.

5.2 Our Heads of Nurture updated and soft-launched our PSHE curriculum at the end of the academic year. We will therefore be focusing on ensuring this curriculum is fully embedded across all departments as it is key in supporting our students in keeping themselves safe.

5.3 We are still aware that our overall school attendance is not where it needs to be; 95%. We are mindful that given the complex medical needs of some of our students, there will be caveats. However, we now have in post a Wellbeing and Attendance HLTA who is tasked with creating and implementing (alongside parents and relevant professional) Attendance Plans for students who have an attendance level below 90%. By the end of the academic year, we had 52 students with Attendance Plans.

5.4 Due to an update in Keeping Children Safe in Education September 2023, in addition to our hirers following their organisation/company's own safeguarding policy and procedures, should any safeguarding concerns be raised about the conduct of their staff towards the children that attend their sessions during their hire of Manor Green, the hirer is required to report this concern to our Head Teacher within 24 hours of this concern occurring. The Head Teacher (or Designated Safeguarding Lead acting on their behalf) is duty bound to report this concern to the Local Area Designated Office and this process is stated in our Lettings Agreement.

Warren Griffiths
Head of Wellbeing & Safeguarding
September 2023