



Excellence for All

Safeguarding Report for Academic Year 2018/19

1. Safeguarding Team and visibility

1.1 The Safeguarding Team consists of the following members of staff:

Warren Griffiths (Head of Safeguarding) – Designated Safeguarding Lead

Joolz Scarlett (Head Teacher) – Deputy Designated Safeguarding Lead

Ian Peters (Deputy Head Teacher) - Deputy Designated Safeguarding Lead

Helen Hannam (Deputy Head Teacher) - Deputy Designated Safeguarding Lead

Viktoria Kincses (Head of Towards Independence) - Deputy Designated Safeguarding Lead/Designated Teacher for Children In Care

Rhiannon Jones (Head of Independence) - Additional Designated Safeguarding Lead

Shelley Thomas (Cluster Leader) - Additional Designated Safeguarding Lead

Rebecca Comerford (Cluster Leader) - Additional Designated Safeguarding Lead

Sarah Fraser (Cluster Leader) - Additional Designated Safeguarding Lead

Amelia King (Nurture Leader) - Additional Designated Safeguarding Lead

Rachel Goymer (Link Leader) - Additional Designated Safeguarding Lead

*Gwenda Lilley (School Governor) – Designated Governor for Child Protection and Children In Care

1.2 Safeguarding Team members are visible to staff, visitors, and pupils by the Orange Safeguarding lanyard that all team members wear. This is 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. Additionally, all visitors to the school are given our safeguarding leaflet which provides guidance on our safeguarding processes. We are in the process of creating a 'Who Can Help Me?' board which will show pupils pictures of the Designated Safeguarding Team.

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 safeguarding guidance for schools 'Keeping Children Safe in Education'. Our school website also provides additional information and resources that can be accessed by parents, staff and pupils on relevant safeguarding issues such as Child Sexual Exploitation, Internet Safety, Radicalisation, and Honour Based Violence.

1.4 As part of our internal safeguarding training to staff, a clear message is given that due to the importance of safeguarding concerns, members of the safeguarding team are

accessible to staff members at any point of the school day. This allows members of staff to interrupt meetings if needs be in order to liaise with someone from the Safeguarding Team. Staff are instructed that, where possible, I should be the first point of contact for all safeguarding concerns. However if I am unavailable and another member of the Safeguarding Team has dealt with the issue, they will still update me so this allows me to have complete oversight and awareness of all safeguarding issues, which is my responsibility as Head of Safeguarding.

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

2. Safeguarding Training

2.1 Over the course of the 2018/19 academic year, safeguarding training was delivered through the following ways to all staff:

- Online PREVENT training
- Online Internet Safety training
- Read 'Keeping Children Safe in Education – September 2018'
- Attend internal Safeguarding Training (three hour course for none Designated Safeguarding Leads or a six hour course for Designated Safeguarding Leads)

The internal Safeguarding Training was delivered by me as I have completed NSPCC's training for Child Protection Trainers course. The guidelines for this training are that I can deliver to a maximum of 20 delegates at one time for the three hour course and a maximum of eight delegates at one time for the six hour course.

The guidance regarding safeguarding training, as per Keeping Children Safe in Education, is that staff should attend the Safeguarding Training course every two years. However, in between there should be annual updates given to staff regarding topical trends/research/data etc. We have done this over the past academic year by requiring staff to complete the Online Internet Safety training and PREVENT training.

2.2 All members of staff have completed our Internal Safeguarding training course apart from two new starters who joined at the end of last academic year. However, a basic safeguarding oversight would have been covered in their induction. Moving forward, new starters will be provided with formal safeguarding training within three weeks of their start date.

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

3.1 At the end of the 2018/19 Academic Year, the following number of pupils were open to Children's/Adult Services

- 4 pupils subject to Child Protection Plans
- 28 pupils subject to Child In Need Plans
- 15 pupils open to Early Help Plans
- 9 pupils in Foster Care
- 15 pupils open to Adult Services

These 71 pupils account for around 26% of our total pupils on roll and this figure was consistent throughout the academic year. In comparison to mainstream schools this figure is very high. However it is worth bearing in mind that the Children Act 1989 supports children with disabilities by ensuring that any child with a disability has access to the specific support they need. Therefore, a good proportion of our pupils who receive support via Child In Need or Early Help Plans do so because of additional needs due to their disability and not because of safeguarding concerns. Given the high number of pupils open to Children's/Adult Services, we as a school were required to attend 117 multi-professional meetings over the course of the academic year.

3.2 There were 25 referrals made to Children's Services for 2018/19, which is an increase from 8 referrals in 2017/18. This however is not as a result of an increase in safeguarding incidents rather it is as a result of a change in referral process by Children's Services in that any referral for Early Help or Safeguarding now needs to go via the front door of Children's Services ; the Single Point of Access. The increase in Early Help referrals we have made is indicative of parents finding it more difficult to access support from Children's Services (particularly when it comes to respite care) and therefore asking us to make a referral on their behalf.

4. Safeguarding reporting by staff

4.1 Over the course of the academic year, staff reported 467 concerns to the safeguarding team. 74 of these concerns resulted in contact being needed with Social Care with 25 going on to be formal referrals. Moving forward, I will split the referrals into those that are safeguarding and those that are Early Help.

4.2 7 of the 467 concerns reported by staff related to conduct of staff members towards students requiring a referral to the LADO (Local Area Designated Officer). Of these referrals, the LADO decided that all 7 could be dealt with internally at Manor Green School. Two of these concerns resulted in the staff member being dismissed.

4.3 10 of the 467 concerns reported by staff relate to the conduct and practice of transport staff. In these instances I do not report the concern directly to Social Care but instead report in to the School Transport team in the Local Authority that the transport staff member is contracted to. The School Transport team will then make the decision as to whether they need to refer on to the LADO or deal with it as a practice/training issue. Of these 10 concerns, none resulted in the relevant Transport team making a referral to the LADO.

5. Governance and oversight

5.1 Safeguarding concerns are discussed by school leaders on a weekly basis in both the Senior Leadership Team Meeting and the Operational Leadership Team Meeting. 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 pupil and the pupil's family.

5.2 Gwenda Lilley carried out the annual Safeguarding audit in September 2018 and the result of this was provided to Windsor and Maidenhead LSCB. An interim review was carried out midway through the academic year.

5.3 As part of ongoing safeguarding training, I attended termly RBWM Safeguarding Networking meetings alongside DSL's from other RBWM Schools.

5.4 Manor Green has signed 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 pupils.

Warren Griffiths
Head of Wellbeing & Safeguarding
September 2019