

**Safeguarding Report for Academic Year 2023/24**

1. Safeguarding Team and processes
	1. The Safeguarding Team for the main school consisted of the following members of staff:

**Designated Safeguarding Lead (DSL):**

Warren Griffiths (Head of Wellbeing & Safeguarding)

**Deputy Designated Safeguarding Leads (DDSL):**

Joolz Scarlett (Head Teacher)

Helen Hannam (Associate Head Teacher)

Rebecca Brosnan (Head of First School)

Sarah Fraser-Thwaites (Head of Middle School)

Jerell Gumbs (Head of Upper School)

Shelley Thomas (Head of Therapies)

Josie Glover (Head of Nurture)

Nagina Pazir (Wellbeing and Attendance HLTA)

Zoe Rapley (Apprenticeship Assessor – DDSL for Apprentices only)

**Designated Teacher for Children In Care:**

Aniqa Butt

**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 2024. The policy also builds upon the legislation within The Children Act 1989, The Care Act 2014 and the statutory guidance of Working Together to Safeguard Children 2023.

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.

1.5 Some of our Apprentices are aged 16 and 17 and although they are our employees, given their ages we have a legal duty to safeguard them in the same way that we would safeguard our students who are under the age of 18. We therefore have a separate Apprenticeship Safeguarding Policy due to the complexity of the arrangements needed for this.

1.6 Our school website provides additional information and resources that can be accessed by parents, staff and students on topical safeguarding issues (termed as Contextual Safeguarding) such as Child Sexual Exploitation, Internet Safety, Radicalisation, and Honour Based Violence.

1.7 As part of our initial internal safeguarding training to new 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. If I do not respond to a concern in the first instance, the Deputy Designated Safeguarding Lead that has will update me so I have complete oversight and awareness of all safeguarding issues; my responsibility as Designated Safeguarding Lead.

1.8 When safeguarding concerns are raised about a student, a safeguarding record will be logged on our online safeguarding database; Safeguard My School. All Safeguarding Leads have access to this system and whenever an entry on the system is made, an alert is sent via email to all members of the Safeguarding Team providing them with a link directly to this new information. The student’s safeguarding record is a chronology for all information relating to safeguarding i.e. meeting minutes, all concerns raised, actions taken, and referrals made etc.

1. Safeguarding Training
	1. Over the course of the 2023/24 academic year, safeguarding training and updates were delivered through the following ways to all staff:
* Reading Part One of Keeping Children Safe in Education 2023 (Tracked via The School Bus compliance tool)
* Reading our Safeguarding Policy (Tracked via The School Bus compliance tool)
* 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 (Level 3) 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 The School Bus compliance tool)
* Reading our Attendance Policy (Tracked via The School Bus compliance tool)
* Reading our Staff Handbook (Tracked via The School Bus compliance tool)

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 which meets termly.

* 1. 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.
1. Students open to Children’s/Adult Services and our involvement/reporting.
	1. At the end of the 2023/24 Academic Year, the following number of students were open to Children’s/Adult Services
* 3 students subject to Child Protection Plans
* 29 students subject to Child In Need Plans
* 12 students open to Early Help Plans
* 4 students in Foster Care
* 2 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 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 187 multi-professional meetings over the course of the academic year ensuring we were actively involved in the support plans for our students.

3.3 There were 478 safeguarding concerns raised by staff across the academic year evidencing continued high level of awareness shown by our staff members and a solid culture of safeguarding.

3.4 The above 478 concerns resulted in us contacting Social Care on 117 occasions culminating in 16 formal referrals being made; 12 of these being safeguarding referrals to the relevant MASH (Multi-Agency Safeguarding Hub), three being requests for Early Help services and one to Adult Services for day care support.

3.5 Comparative data to previous two years is as follows:

 2023/24 2022/23 2021/22

CP Plans 3 2 3

CIN Plans 29 27 32

Early Help Plans 12 15 16

Children In Care Plans 4 6 6

Adult Services Plan 2 5 8

Concerns raised by staff 478 465 372

Contacts made with Social Care 117 164 123

MASH Referrals 12 15 7

Early Help Referrals 3 6 13

Meetings attended 187 134 158

1. Governance and oversight

4.1 Safeguarding concerns are discussed by school leaders on a bi-weekly basis; once in SLT and then as a wider team 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.

* 1. 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.
	2. 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.
	3. Due to the significant risks associated with online safety, alongside the ICT Manager, I carry out an online audit twice per year to ensure we have the relevant controls in place to ensure our students are safe online whist they are using technology in school.
	4. As part of continuous professional development, I attended termly RBWM Safeguarding Networking meetings alongside DSL’s from other RBWM Schools.
	5. 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.
	6. 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 progression targets. A review assessment is then carried out in Term 4 and 6 to track their progress.
	7. We continue to support the Social, Emotional and Mental Health needs of our students (94 engaged last year) through our wide range of emotional and holistic therapies which includes:
* Play
* Art
* Music
* Drama
* Talking
* Reflexology
* Self-esteem groups
* Life Coaching
* Pranic Healing
1. Next Steps

5.1 We are aware of the emotional impact that managing safeguarding concerns/processes can have on our safeguarding leads. We are now providing our safeguarding leads with coaching/supervision sessions.

5.2 Our Head of Nurture continues to update and refresh our PSHE curriculum in line with topical issues thus allowing our students to get guidance on how to keep themselves safe from relevant risks.

5.3 We continue to push forward with increasing our overall average attendance and currently have 59 students with Attendance Plans to support this.

5.4 We have changed our online training provider from The National College to Schoot. The depth and content of their safeguarding courses is of a much higher standard which will further contribute to our staff’s ability to safeguard our students.

5.5 I continue to be part of RBWM’s DSL Safeguarding Network where best practice is shared.

5.6 The PA to the Leadership Team will undertake Level 3 Designated Safeguarding Training and will be providing administrative support to the Safeguarding Team.

Warren Griffiths

Deputy Principal

September 2024