

Safeguarding Report for Academic Year 2024/25

1. Safeguarding Team and processes

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

Designated Safeguarding Lead (DSL):

Warren Griffiths (Deputy Principal)

Deputy Designated Safeguarding Leads (DDSL):

Helen Hannam (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)

Charlotte Deer (PA to the Leadership Team)

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 2025. 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 the DSL does not respond to a concern in the first instance, the DDSL that has will update the DSL so that the DSL has complete oversight and awareness of all safeguarding issues; the responsibility of the DSL.

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.

1.9 All visitors to our sites are required to sign in and whilst on site, display either a Red or Green lanyard. All staff are aware that a Red lanyard means the visitor needs to be accompanied by a staff member at all times and if they aren't, should be challenged appropriately. Green lanyards mean that the appropriate background checks/safeguards have been completed and that visitor can be left unattended.

2. Safeguarding Training

2.1 Over the course of the 2024/25 academic year, safeguarding training and updates were delivered through the following ways to all staff:

- Reading Part One of Keeping Children Safe in Education 2024 (Tracked via The School Bus compliance tool)
- Reading our Safeguarding Policy (Tracked via The School Bus compliance tool)
- All new starters completed a basic safeguarding module in their online induction.
- All new starters attended face to face safeguarding training with the DSL within four weeks of their start date

- All existing staff completed on-line refresher safeguarding training via the Schoot training platform
- All staff completed on-line PREVENT training via the Schoot training platform
- All of the Safeguarding Team completed on-line refresher Designated Safeguarding Lead (Level 3) training via the Schoot training platform

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 the 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.

2.3 We are also part of SWALSS (Association of Leaders In Special Schools) and I attended their termly Safeguarding Networking meetings. The DDSLs will also attend various networking meetings given the benefit.

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

3.1 At the end of the 2024/25 Academic Year, the following number of students were open to Children's/Adult Services

- 2 students subject to Child Protection (CP) Plans
- 21 students subject to Child In Need (CIN) Plans
- 11 students open to Early Help Plans
- 5 students in Foster Care
- 4 students open to Adult Services
- 7 students open to an assessment

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 170 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 540 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 540 concerns resulted in us contacting Social Care on 97 occasions culminating in 15 formal referrals being made; nine of these being safeguarding referrals to the relevant MASH (Multi-Agency Safeguarding Hub), and the remaining six being requests for Early Help services.

3.5 Comparative data to previous two years is as follows:

	<u>2024/25</u>	<u>2023/24</u>	<u>2022/23</u>
CP Plans	2	3	2
CIN Plans	21	29	27
Early Help Plans	11	12	15
Children In Care Plans	5	4	6
Adult Services Plan	4	2	5
Concerns raised by staff	540	478	465
Contacts made with Social Care	97	117	164
MASH Referrals	9	12	15
Early Help Referrals	6	3	6
LADO Referrals	14	13	6
Meetings attended	170	187	134

4 Governance and oversight

4.1 Safeguarding concerns are discussed on a weekly basis at our Safeguarding Triage meeting which is attended by all members of the Safeguarding Team and the School Nurses. Concerns and updates are also shared with the relevant 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 and can be part of any ongoing plan.

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. Additionally, we use a Safeguarding Tracker document that lists all students open to Children's/Adults services, the type of support plan they have, the contact details of their allocated worker, and the date of the next review meeting.

4.3 Along with the Designated Governor, the DSL carries 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 DSL will audit the Single Central Record termly to ensure we are compliant with Safer Recruitment requirements. We also have an annual audit carried out by the Director of Safeguarding for the Circle Trust as directed by our Trust.

4.4 Due to the significant risks associated with online safety, alongside the ICT Manager, the DSL will carry out an online audit/risk assessment 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 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.

4.6 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.

4.7 We continued to support the Social, Emotional and Mental Health needs of our students (91 engaged last year) through our wide range of emotional and holistic therapies which includes:

- Play
- Art
- Music
- Talking
- Reflexology
- Self-esteem groups
- Life Coaching

- Pranic Healing

5 Next Steps

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

5.2 Our PSHE curriculum leads continues to update and refresh taught topics in line with local 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 65 students with Attendance Plans to support this.

5.4 We will be holding a weekly Wellbeing and Behaviour Support Triage. Previously, class staff wanting targeted support for their students would make an internal referral for the specific intervention they wanted e.g. referral for Play Therapy. However, quite often the completed referrals contained minimal information, were not always relevant and were without context.

The Triage will require the referring member of staff present the student to the panel where a discussion will be had about the presenting concerns and desired outcomes. The panel (made up of Deputy Principal, Assistant Headteacher for Nurture, Assistant Headteacher for Therapies, and the school's Lead Counsellor) will in conjunction with the referrer decided upon the best intervention to offer

5.5 A MAT wide safeguarding best practice group has been established which will meet on a termly basis and provide a platform for us to learn from colleagues in our partner schools.

Warren Griffiths
Deputy Principal
September 2025