



Excellence for All

Safeguarding Report for Academic Year 2019-2020

1. Safeguarding Team and visibility

1.1 The Safeguarding Team consists 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 (Deputy Head Teacher)

Viktoria Kincses (Head of Towards Independence)

Rhiannon Jones (Head of Independence)

Shelley Thomas (Head of First School and Therapies)

Rebecca Brosnan (EYFS Leader)

Sarah Fraser-Thwaites (Head of Specialist)

Amelia King (Nurture Leader)

Rachel Goymer (Head of Link)

Designated Teacher for Children In Care:

Viktoria Kincses (Head of Towards Independence)

Designated Governor for Child Protection and Children In Care:

Gwenda Lilley (School Governor)

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.

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 2020'. 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 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, which is my responsibility as Designated Safeguarding Lead.

1.5 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.

1.6 Due to the impact of the national lockdown back in March, we had to adapt our safeguarding procedures given the majority of our students were being taught at home. Staff members were still required to report any concerns that they may have observed during on-line teaching but the reporting process changed to liaising with safeguarding leads by phone or email as opposed to the usual process of discussing the concern face to face. Additionally, all meetings convened by Social Care were carried out virtually. Despite this significant change, it is my opinion that the safeguarding oversight of our students remained at a very high and consistent level.

2. Safeguarding Training

2.1 Over the course of the 2019/20 academic year, safeguarding training was delivered through the following ways to all staff:

- Online PREVENT training
- Read 'Keeping Children Safe in Education – September 2019'
- Attend internal Safeguarding Training (three hour course for non 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. This training has been updated to give staff knowledge of ever increasing safeguarding risks outside of the family home, known as 'Contextual Safeguarding'.

The guidance regarding safeguarding training, as per Keeping Children Safe in Education 2020, 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 PREVENT training and sending email bulletins as and when highlighting specific information.

2.2 All members of staff employed here during the last academic year completed our internal safeguarding training course. A basic safeguarding oversight is provided to new staff in their induction with formal safeguarding training taking place within four weeks of their start date.

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

3.1 At the end of the 2019/20 Academic Year, the following number of pupils were open to Children's/Adult Services

- 1 pupils subject to Child Protection Plans
- 29 pupils subject to Child In Need Plans
- 26 pupils open to Early Help Plans
- 7 pupils in Foster Care
- 10 pupils open to Adult Services

These 73 pupils account for around 25% 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 but this is largely due to the Children Act 1989 supporting 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 120 multi-professional meetings over the course of the academic year. As previously stated, despite lock down all social care meetings still went ahead virtually.

3.2 There were nine (seven Safeguarding, two Early Help) referrals made to Children's Services for 2019/20, down from 25 referrals in 2018/19. I would suggest this reduction is most likely in part due to more families receiving support at Early Help level (parents can self-refer to this) which means difficulties in families don't have the opportunity to spiral out of control and become potential safeguarding concerns.

4. Safeguarding reporting by staff

4.1 Over the course of the academic year, staff reported 291 concerns to the safeguarding team. 57 of these concerns resulted in contact being needed with Social Care with 9 going on to be formal referrals.

4.2 Eight of the 291 concerns reported by staff related to conduct of staff members which resulted in two referrals to the LADO (Local Area Designated Officer). For both these

referrals, the LADO determined there was no role for them and directed internal procedures to be followed.

5. Governance and oversight

5.1 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.

5.2 Gwenda Lilley (Safeguarding Governor) and I carried out the annual Safeguarding audit which found us to be fully compliant. Our findings were shared with the Local Authority's education team.

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 students

5.5 All of 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 October and the needs identified will feed into their EHCP and ACE targets. A review assessment is then carried out in June to track their progress. Unfortunately due to COVID restrictions we were not able to carry out the review assessment last academic year but moving forward this will be an on-going process.

5.6 We continue to support the Social, Emotional and Mental Health needs of our students through our wide range of emotional therapies which includes Play, Art, Music, Drama, Talking, Equine, and self-esteem groups. Last academic year, 72 pupils accessed support from our emotional therapies.

Warren Griffiths
Head of Wellbeing & Safeguarding