



Excellence for All

Safeguarding Report for Academic Year 2021/22

1. Safeguarding Team and processes

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 Rimmer (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)*On maternity leave from 24-9-21; covered by Josie Glover

Rachel Goymer (Head of Link)

Sian Lewis (School Nurse)

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 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.

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 2021. 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, if 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, which is 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 Due to the impact of the various lockdowns we have endured since March 2020, we had to adapt our safeguarding procedures given the majority of our students were being taught at home at some point. Staff members were still required to report any concerns that they may have observed during on-line teaching and an addendum was added to our Safeguarding Policy to reflect this.

2. Safeguarding Training

2.1 Over the course of the 2020/21 academic year, safeguarding training and updates were delivered through the following ways to all staff:

- Reading Part One of Keeping Children Safe in Education 2020
- Reading our Safeguarding Policy
- Attend internal Safeguarding training (three hour course for none Designated Safeguarding Leads or a six hour course for Designated Safeguarding Leads)

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
- Reading our Staff Handbook

2.2 The internal Safeguarding Training is delivered by me as I have completed NSPCC's training for Child Protection Trainers course. This training is continually updated to ensure it is in line with current safeguarding trends/topics and staff need to attend this every two years, with relevant updates provided in the form of reading/bulletins etc. in the year between their training

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

3.1 At the end of the 2020/21 Academic Year, the following number of students were open to Children's/Adult Services

- 2 students subject to Child Protection Plans
- 24 students subject to Child In Need Plans
- 24 students open to Early Help Plans
- 8 students in Foster Care
- 5 students open to Adult Services

This figure of 63 open cases is largely consistent with previous academic years and is likely to be the 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 134 multi-professional meetings over the course of the academic year, again in line with previous years totals. Referrals made to Children's/Adult Services were also similar to last year in that there were 11 (seven Safeguarding, four Early Help) and day to day concerns raised by staff were at 437 (resulting in 75 contacts with Children's/Adult Services), not too dissimilar to pre-lockdown academic years.

3.3 Where there was a significant difference was that the amount of 'Section 47 Strategy Meetings' we were required to attend had more than doubled from seven the previous year to 15. These meetings are convened by Social Care when an allegation has been made or concern raised that potentially puts the student 'at risk of significant harm' and requires an immediate response, which may also require Police involvement. These meetings can take place against already open cases, not just new referrals. In line with national reporting/feedback, the likely cause of this increase in concerns (consistently

seen across the country) was due to the impact the various lockdowns had on the social & emotional wellbeing of parents combined with the shut-down/reduced availability of various support services.

3.4 Despite the majority of COVID restrictions being lifted, all Children's/Adult Services meetings continue to take place virtually. It is my opinion that these meetings disadvantage the parents given the majority of the time they will attend these meetings by telephone call whereas professionals usually attend via video, leading to connectivity issues/lack of clarity in discussions etc. However, it would appear that Local Authorities have no plans to revert back to in-person meetings in the near future.

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 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.

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

4.4 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.

4.5 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 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.

4.6 We continue to support the Social, Emotional and Mental Health needs of our students (68 attended last year) through our wide range of emotional therapies which includes:

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

5 Next Steps

5.1 Keeping Children Safe in Education 2021, updated from last year, now requires schools to give more regard to the risk of 'Peer on Peer abuse'. This is covered in our Safeguarding Policy and within our safeguarding training delivered to staff. The 2021 update also requires schools to carry out an annual Online Safety audit and to also create an associated risk assessment. I am attending training at the end of this month for guidance regarding this.

5.2 We are in the process of switching over to a web based safeguarding recording system (Safeguard My School) which should streamline our recording procedures as well as allow for better data analysis.

Warren Griffiths
Head of Wellbeing & Safeguarding
September 2021