Safeguarding Review for Academic Year 2017/18

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
Pat Pringle (Assistant Head Teacher) - Deputy Designated Safeguarding Lead/Designated Teacher for Children In Care

Viktoria Kincses (Head of Towards Independence) - Additional Designated Safeguarding Lead
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
Ginny Finch (Cluster Leader) - Additional Designated Safeguarding Lead
Amelia King (Nurture 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.

1.3 Our school Safeguarding Policy is accessible on our safeguarding section of the school website. This has been updated in line with the Government's safeguarding guidance for schools 'Keeping Children Safe in Education – September 2018'. 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.

2. Safeguarding Training

2.1 Over the course of the 2017/18 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 2016'
- 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.

2.2 All members of staff have completed our Internal Safeguarding training course apart from 14 new starters who joined at the end of last academic year. However, a basic safeguarding oversight would have been covered in their induction.

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

3.1 At the end of the 2017/18 Academic Year, the following number of pupils were open to Children's/Adult Services

- 2 pupils subject to Child Protection Plans
- 32 pupils subject to Child In Need Plans
- 22 pupils open to Early Help Plans
- 7 pupils in Foster Care

- 9 pupils open to Adult Services
- 4 pupils open to a Social Care Assessment

These 76 pupils account for around 30% of our total pupils on roll and this 30% 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 high 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 121 multi-professional meetings over the course of the academic year.

4. <u>Safeguarding reporting by staff</u>

4.1 Over the course of the academic year, staff reported 434 concerns to the safeguarding team. 73 of these concerns resulted in contact being needed with Social Care but only 8 of these concerns escalated to a formal referral to Social Care being made; this equates to just under 2%. This would indicate there is still a culture of over reporting concerns by our staff. However, I see this as a positive as it shows just how vigilant our staff are when it comes to safeguarding our pupils.

4.2 4 of the 434 concerns reported by staff related to conduct of staff members towards students requiring a referral to the LADO (Local Area Designated Officer). Of these 4 referrals, the LADO decided that all 4 could be dealt with internally at Manor Green School. One of these concerns resulted in the staff member leaving.

4.3 15 of the 434 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 15 concerns, none resulted in the relevant Transport team making a referral to the LADO.

5. <u>Governance and oversight</u>

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 Safeguarding audits in December 2017 and June 2018.

5.3 Any pupil that has a safeguarding concern raised about them will have a file opened on them on our secure Safeguarding network drive. Only Designated Safeguarding

Leads have access to these files given the confidential nature of the information. A master record of all pupils currently open to Children's/Adult Services is also stored on this network drive detailing the type of support plan the pupil has, the contact details of their allocated Social/Family Worker, and the date of the next multi-agency meeting.

Warren Griffiths
Head of Wellbeing & Safeguarding