Annual safeguarding report to the governing board

Shenfield High School



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| **Date completed: 22/6/2022**  |
| **This report is for the period**: 3rd September 2021 to: Wednesday 22nd June 2022 |
| **Date presented to the governing board: Thursday 7th July** |
|  **Author: DJ Barron** | **Role: Assistant Head teacher: Safeguarding**  |
| **Signature:** |
| **Safeguarding link governor: Julian Beard** |

Safeguarding training
Whole school safeguarding training

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| ROLE IN SCHOOL | NUMBER OF PEOPLE | DATE OF TRAINING | COURSE ATTENDED |
| Teaching staff |  | September InsetOr within 10 working days of contract startAut 1Aut 2Spring termSummer 1 | Level 2 refresher - KCSIE, SET and SHS ProtocolsHarmful Sexual Behaviour WebinarPREVENTSafeguarding expectations and conduct (Active Safeguarding)Suicide Prevention – in line with Essex initiative  |
| Support staff |  | September InsetOr within 10 working days of contract start | Level 2 refresher - KCSIE, SET and SHS Protocols |
| Governors |  | September of within 10 working dates of joining governing bodyJune 14th  | Webinar version staff training, literature guidance linked to role of governance in relation to safeguardingReconstructionist education and cultural shift |
| SLT |  |  | All staff trainingCase study peer training via SLT for example “supporting adults”, HSB, CPAs and mental health |
| Invigilators |  |  | Level 2 refresher - KCSIE, SET and SHS Protocols |
| Peripatetic(s) |  | September/October 2021 | Level 2 refresher - KCSIE, SET and SHS Protocols |
| Coaching staff |  | September/October 2021 or within 10 working dates of contract | Level 2 refresher - KCSIE, SET and SHS Protocols |
| New staff during year |  | Throughout year, within 10 working days | Level 2 refresher - KCSIE, SET and SHS Protocols |
| New staff induction (safeguarding) |  | June 2022 | Introduction to SHS protocols and ethos as part of staff induction day.  |
| 6th Form Peer Mentors | 38 | 11th October | Student version of a L2 refresher  |
| Students | 1529 | w/c 20th September 2021w/c 4th October 2021w/c 15th November 2021w/c 22nd November 20217/2/202224/2/202228/2/2022w/c 19th April 2022w/c 25th April 202213/5/2022 | Overview of approach, support mechanisms in schoolMental HealthRespect: Individual differencesMental Health: MovemberExams Stress workshop (Y11)Hectors House – Suicide prevention and mental health (Y12)“Friend” performance for Y10 and Y11Tolerance and Diversity feedback – including reporting, consent and in school responsesSubstance misuse Bold Voices – 6th form Consent and workshop |

Specialist safeguarding training

| Type of training | attended by | DATE OF TRAINING | COURSE ATTENDED |
| --- | --- | --- | --- |
| Safer Recruitment Training | Carole Herman  Karen Whordley Andy CookeRichard Drew   Jane Martin   DJ Barron   Ben Clifford   Stuart Roberts      Jane Swettenham     Katharine Boulton   | 05/11/2019/10/2006/11/2022/10/2022/10/2022/10/2005/11/2005/11/2003/11/2021/10/20 |  |
| Level 3 Safeguarding training  | XGDXNBXJLDJBESM | March 2022April 2022Due renewal Oct 2022Due renewal Dec 2022 | L3  |
| Mental Health Lead training | DJBXJL | All year All year | Senior Leader: Mental Health leadMental Health Lead |
| Specialist CPD | Various  |  | * Gender Diversity disclosures and how to respond
* Measure to support mental health
* Young carers for schools
* Early Help workshop
* Improving your cultural literacy
* Online safety leads
* Harmful Sexual Behaviour
* Gangs and serious violence
* Level 2 Certificate - Understanding Mental Health First Aid and Mental Health Advocacy in the workplace
* Level 2 Certificate - Self-harm and Suicide Prevention FO
* Meeting the mental health needs of children who are LGBTQ+- 15/11/21
* Level 2 self harm and suicide awareness
* Tics and Tic disorders, recognizing and supporting
* LGBTQ+ and gender – how you audit your curriculum
* Pupil Mental health when to worry and what to do next-
* **Importance of Early Intervention of Eating Disorders/Eating Difficulties**
* **Having brave conversations about eating disorders- 14/03/22**
* **Sexual Harassment in Schools: Reducing & Responding**
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Single central record (SCR)

| REVIEWED BY | DATE REVIEWED | COMPLIANT? | DATE OF NEXT REVIEW |
| --- | --- | --- | --- |
| Julian Beard – Link Safeguarding governor | Autumn term | Yes |  |
| Jane Swettenham – Chair of Governors | Spring Term | Yes |  |
| Julian Beard – Link Safeguarding governor | Summer term | Yes | Autumn term 2022-2023 |

Safeguarding policies and procedures

| POLICY | DATE OF LAST REVIEW | DATE OF NEXT REVIEW | DETAILS OF POLICY UPDATES |
| --- | --- | --- | --- |
| Attendance Policy – including CME | March 2020 | March 2021 |  |
| Behaviour for Learning | July 2020 | July 2021 | Minor updates |
| Data protection  | March 2021 | March 2024 | N/A |
| Biometrics | December 2021 | December 2022 | N/A |
| Drugs policy | December 2017 | October 2021 | To be featured as appendix in behaviour policy |
| Equality information and objectives statement | December 2021 | December 2024 | N/A |
| Extremism and radicalisation policy | March 2021 | March 2024 |  |
| Prevent Policy | March 2021 | March 2023 | Rolled into Extremism and Radicalisation Policy |
| Anti-Extremism Policy | March 2019 | March 2020 | Rolled into Extremism and Radicalisation Policy |
| Educational Visits | July 2019 | July 2021 | Frozen due to lock down. Now due to be reviewed January 2023 |
| Equal Opportunities and community cohesion | May 2020 | March 2024 | N/A |
| First aid | November 2019 | September 2022 | Reviewed prior to ATA departure. Updates were procedural |
| Health and safety | December 2021 | December 2023 | N/A |
| Online safety | March 2021 | March 2022 | Updated to include Content, Contact, Conduct and Commerce.  |
| Peer-on-Peer abuse | July 2021 | July 2022 | Updated to reflect new terminology, practices and procedures. Now a holistic “child on child abuse” this contains anti-bullying, protected characteristics, and harmful sexual behaviour. |
| Photography at school events | December 2020 | December 2022 | N/A |
| Recruitment and selection | July 2022 | July 2026 | N/A |
| Relationships and sex education (RSE) | September 2020 | July 2022 | N/A |
| SMSC | December 2020 | December 2022 | N/A |
| Safeguarding and child protection | March 2021 | All year | Updated based on KCSIE 2022 (final review will happen in August prior to INSET). Changes include:* Terminology around child on child
* References to Essex agreed alternative provision
* New L3 trained colleagues
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| Staff code of conduct | September 2021 | September 2022 |  |
| Whistle-blowing | July 2021 | July 2024 | N/A |
| Young Carers | July 2019 | July 2021 | Currently being review in light of Essex change |

Vulnerable Pupils

|  | NUMBER OF PUPILS |
| --- | --- |
| Children with an education, health and care (EHC) plan | 34 |
| Children on the SEND / additional needs register  | 283 |
| Children with a child protection plan | At time of writing: 12 CP plans were downgraded during the year |
| Child in Need | 3 (11 across year) |
| CIN+ | 28 |
| Early Help/TAF | 6 (12 across Year) |
| Care/Safety plan | 23 |
| Looked-after children (LAC) | At time of writing: 2 |
| Young carers | 45 |
| Universal | 267 |
| Additional | 188 |
| Intensive | 77 |
| Specialist | 18 |

This year we now categorise and monitor those who have closed from a Child in Need designation (CIN+). CIN+ is a very fluid category as it can represent historic incidences or a very recent designation change. We also now monitor those with social care involvement in some form, usually known as Early Help which we have begun to categorise as TAF (Team Around Family) to reflect that our offer matches the help and procedures suggested by SET procedures.

Universal = a report has been generated in school

Additional = a report, our knowledge, or student history means an internal intervention is in place

Intensive = some form of external intervention

Specialist = an agreed label of need exists

Previous 5 year trend for reference

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| **Measure**  | **2015 - 2016** | **2016 - 2017** | **2017 - 2018** | **2018 - 2019** | **2019 - 2020** |
| Number of students monitored | 360 | 226 | 255 | 320 | 435 |
| Number of students referred to Social care/police - considered high risk for suffering from Significant Harm | 44 | 29 | 32 | 35 | 43 |
| Open CP Plan | 2 | 0 | 1 | 0 | 0 |
| Child in Need | 0 | 6 | 3 | 2 | 2 |
| LAC/CiC | 3 | 2 | 2 | 3 | 3 |
| Number of adopted from care children | 2 | 3 | 2 | 3 | 9 |
| Number of service children | 0 | 0 | 0 | 0 | 0 |
| Special Guardianship order | 0 | 0 | 0 | 0 | 2 |
| Private fostering | 0 | 0 | 0 | 0 | 1 |

Referrals and incidents

|  | NUMBER |
| --- | --- |
| Incidents naming staff  | 12 |
| Social Care Referrals  | 16 |
| Reported bullying incidents | 15 in total2 online, 5 racism, 5 homophobic, 3 bullying |
| Reported online safety incidents | 93 incidents in total |
| Number of female genital mutilation (FGM) concerns | 0 |
| Number of forced marriage concerns | 0 |
| Total unique CPOMs entry | 2775  |
| Number of mental health concerns total | 910 |
| Mental Health concerns (Self-harm) | 246 |
| Mental Health concerns (Anxiety) | 491 |
| Mental Health concerns (Eating Disorder) | 42 |
| Mental Health concern (Suicidal Ideation) | 178 |
| Mental Health concern (Section) | 6 |

Exploring mental health

The figures above demonstrate the significant increase in this area of safeguarding. The categories that are applied represent a holistic designation which best fits the reported incident (XNB or DJB decide this) at the time when we read a particular incident. For example, if we categorise an incident as “self-harm” the detail of the incident report could contain clear evidence of actual self-harm or a clear ideation of self-term or historic disclosure of self-term. This categorisation process provides a clear narrative of risk and care for a child that is easily understood to those with access, should an external safeguarding partner make contact.

The exception to this approach is the label of “Section”. This is a term we only apply when the legal parameters have been met and we are in liaison with an in-patient mental health provision.

Any mental health disclosure/incident is triaged internally. If is it appropriate and safe to manage in-school, the child will remain on site. For an incidence of significant self-harm on site or clear suicidal ideation parents (or those with parental responsibility) will collect the child and the adult collecting is given advice to attend A&E or liaise with their mental health service if open to one. Depending on the outcome, additional referrals would be sought and a care plan produced.

Summary and improvement plan

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| SAFEGUARDING STRENGHS  |
| * Full embedding of new digital reporting and monitoring system
* Establishment of new Safeguarding Officer role
* Expansion of system to include interventions and SEN
* Targeted training across year
* Robust response to Ofsted reports into sexual abuse in schools
* Effective, streamlined working practices across in-school Safeguarding partners
* Refinement of mental health strategy linked to Gateway
* Visibility of Safeguarding team and routes for students to seek support
* Offer of high level Drama Therapy
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| AREAS FOR DEVELOPMENT  | ACTIONS  | RESOURCES REQUIRED |
| * Mental Health Strategy
 | Linked to actions from National Course | Course already cost neutral funded via grant in 2021-2022. Process now to embed strategies. Also exploring a Wellbeing Mark for the school alongside LHO |
| * Bespoke interventions through Gateway
 | Gateway as safe space and intervention hub. With XJL acting as an internal intervention specialist | Need to explore staffing capacity to ensure appropriate coverage and interventions take place |
| * Completion of digitisation of historic records
 | Complete process of historic paper files onto CPOMS | XTB is supporting now with the administration of this process |
| * Expansion and development of DSL team
 | A number of new staff members being employed who have L3. Planning needed as to how best to use this resource | This planning and on-going work will be encapsulated in weekly DSL meeting. |
| * Active and proactive monitoring of key vulnerable students
 | Centrally recorded (CPOMS) monitoring with most vulnerable students | Liaison with pastoral and key workers of students. DJB to monitor |
| * Further development of LAC/PLAC strategy
 | The numbers to date and bespoke offer needs refinement to be planned ahead of new terms | Liaison between DJB and XNB |
| * Young Carers strategy and Silver Award
 | Necessary review of in school provision now Essex has removed funding pool for existing service | XNB will take a lead on this area under guidance of DJB |