**Annual Safeguarding Governor’s Report**

**to Governing Body**

**prepared by**

**Jane Swettenham**

**July 2018**

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Safeguarding Meeting

21st November 2017

Present : Jenny Comerford (JC)

 DJ Barron (DJ)

 Jane Swettenham (JS)

JS was shown the e-safety log which now stands alone as a log. The information was formally part of the bullying log but it was felt more appropriate for a separate log to be created. Overall responsibility for the log rests with DJ. It contains details of the date and details of the incident, the victim and perpetrator (were there is one) and year group. The pastoral team and safeguarding team have access to the log. The pastoral team have been recording information on SIMs and then this information is transferred to the e-safety log. However, SIMs is not perfect, particularly were an incident has several facets of which e-safety is only one. DJ is in the process of providing training to members of the pastoral team regarding the recording of information on the e-safety log and its use. DJ will use case studies so staff understand exactly how to record information and use the log. Where appropriate there is cross referencing to SIMs or safeguarding. All cases are designated green, amber or red. Any decisions concerning appropriate designation rest with DJ. The majority of the cases on the log are green. Green means the matter is closed as it has come full circle. There is one case which is designated red. The matter was raised in a social care meeting but the student and his parent do not appear to have taken on board the message and advice.

JC explained that the format of the safeguarding file summary on the school’s system is being revised on the advice of Essex, due to changes to data protection rules due to be introduced next year. The revised format is simpler. All individual cases are colour coded either green, amber or red. For example, all LAC, CIN, OCP or recently referred cases are red. Any green cases indicate this is not a CP concern or the case is historic. Amber indicates that the appropriate action is to keep on monitoring. The summary records the child’s name, year group and date of referral. The source of the referral, for example staff concern, personal self-referral or LAC is also recorded.

With regard to students who have left the school, JC transfers the file where the destination is known, otherwise the files are archived. The school has received 37 new files relating to year 7 students from their primary school. JC reads through the files and logs them. The school also receives files for certain year 12 students who join the school in 6th form or mid term entrants. There have been 17 recent referrals since the start of the academic year in respect of children who are the subject of staff concerns. There are 244 files in total.

All files contain a CP front sheet which is essentially a summary. The summary includes relevant details including who is working with the child, where the child is in CP terms and whether the child is LAC, CIN. All files contain a chronology which in some cases runs to several pages. The chronology includes dates, events, notes etc.

Following the meeting JC, DJ and JS then inspected the SCR. Two files were pulled which Karen Whordley was able to confirm reflected the information on the register. One file from a long standing member of staff and another from one more recently appointed. A new column has been added to reflect information relating to s128. There is also information recording details of safer recruitment and safeguarding training. JC will ensure that all volunteers have been given the CP packs.

Healthy Schools Monitoring Visit to Shenfield High School

23rd May 2018

In my role as Safeguarding governor with link responsibility for SHS’s healthy schools programme, I shadowed all meetings between relevant SHS staff and healthy schools programme visitors Vanessa Gardner and Chris Holmes.

Meeting Carole Herman (CH) and Jenny Comerford (JC)

CH/JC outlined SHS’s unique aspects notably in the area of sports and performing arts. We are well known locally for our sports provision which encompasses the JSA and the senior cricket and football academies. Mentoring and coaching are available through the school. Sport enhances wellbeing and builds resilience. It is about trying and not always winning. SHS had three teams in national finals this year. They did not win but the progress of the teams was a remarkable achievement. Performing Arts is another specialism which allows students the opportunity to study this discipline. It fosters self-discipline, self-confidence and team work. Our senior academy students have the opportunity of performing in a professional theatre.

The ethos of the school is one of excellent support for all students. Particular issues are addressed through assemblies. We have a universal support offer for all students encompassing form tutors, pastoral managers and first aid. We have a full pastoral team as we consider as a school that this is extremely important. We also offer bespoke provision built to respond to particular issues. The Oasis and Vocational Centre are part of this bespoke offer. Issues of mental health are now a government priority and we have a mental health specialist Julie Pitkin who runs our Oasis centre. One example of the excellent work carried out by Oasis is the example of a student who joined the school in year 8. The student was a selective mute who has thrived and is now off to university. The vocational centre supports those students who find it difficult to meet mainstream expectations or who need extra support through practical learning such as gardening or engineering. This is mentoring through practical learning. If the vocational centre does not have a positive impact for an individual student, then we will try something else. Gill Power runs yoga and meditation classes designed to improve emotional wellbeing.

JC provided details of the work of the Interventions team led by Jamie Rigg. The school has carried out bespoke surveys for students, parents and staff. The surveys included questions on health and wellbeing. We have ensured that our surveys are focused on our particular school which we consider more useful. JC outlined the Risk Avert programme for year 8 students led by Kim Messenger which has proved to be successful. The school has also run workshops on healthy relationships.

JC then conducted a tour of the school which included Oasis, Waves, the Pavilion, student reception and the Vocational Centre. JC pointed out the zero heroes board which lists all students with no behaviour points.

The Interventions team

Following the tour JC described how our interventions team works and how as a school we measure impact and how this fits in with Essex and national agendas. Alongside our universal offering (form tutors, pastoral managers and first aid) we also provide bespoke support. This is evident in our academies programme and our behaviour management. Oasis and the Vocational centre are part of this bespoke provision. Intensive support is provided through use of third party agencies such as family mosaic and the school’s health team.

Our interventions team meet regularly headed by JC and the other designated safeguarding leads. Julie Pitkin who oversees Oasis and is our mental health specialist also attends along with Jamie Rigg who oversees behaviour management. SenCo Tony Taylor is part of the team together with DJ Barron DSL with responsibility for e-safety. The attendance officer and first aid officer are part of the Interventions team. Additional support for the interventions team is provided by the gifted and talented co-ordinator and pastoral managers. The team meets every two weeks. Referrals come from staff, students or parents. A discussion takes place then support is allocated. All interventions are recorded. This helps with provision mapping for each child. On a termly basis the impact of the intervention is evaluated for each student. If there is no impact a decision is made whether to continue or try something else. There is a cyclical process measuring impact. There is close monitoring through the pastoral managers. Tony Taylor oversees the Vocational Centre. Julie Pitkin will carry out assessments on those students in Oasis. Impact is measured by examining behaviour points, attendance and academic progress. These interventions support attainment viewed through subject department evaluation. However, it is not possible to isolate the variables.

The pastoral manager for the 6th form attends intervention meetings. All 6th form students are given a wellbeing booklet. This is particularly important as we have high numbers of external students in our 6th form. It shows them that we care. SHS knows all our students well. There is an induction day for year 12 students. An induction is also carried out over two days for year 7 students. Induction is provided for year 9 students moving into KS4. Open evenings are held for prospective year 7 students and their parents. We visit local primary schools. The first day of the academic year is for year 7 and year 12 students only. This is all designed to make students feel as comfortable as possible.

Staff wellbeing is important. Meditation sessions are offered with Yoga and Pilates after school. The swimming pool is open to staff on Fridays after school. There are two staff room areas. Each department has their individual rooms. There is a TL hub where groups of staff get together to do action research. This is run by Gill Power. There are currently two main projects. The first focus was on homework which has now changed to PREP. The philosophy is how students prepare for the next lessons. Action research on parental engagement is currently being run by Gill Power. There are parental consultation evenings and parent surveys.

The school council is run by the 6th form leadership team. There is a Head Girl and Head Boy and four deputies chosen at the end of year 12. They run the school council meetings. Year reps are elected. The uniform provision is gender neutral. There are open gender toilets. This mitigates against group bullying.

Behaviour for learning/Tutor time and Assembly programme/Emotional Health and Wellbeing

Meeting with Jamie Rigg who has responsibility for behaviour and standards/Cathryn Rayner senior pastoral manager/Georgia Day pastoral manager

Jamie Rigg discussed the school’s behaviour for learning policy and peer on peer abuse policy which are regularly reviewed. The latter has recently been revised to include sexual harassment. The BLUE room is part of the school’s behavioural management. The school runs a top form competition. Each form is visited weekly. This involves checking attendance and organisation. There is a form tutor programme which is strictly followed.

PSHE is taught through the curriculum through Citizenship lessons. It is also delivered through tutor programmes and our assembly programme and is quality measured. PSHE has examined healthy relationships at an appropriate level for each year group. This is an active process which is constantly reviewed. Staff are given the materials to enable them to deliver the relevant programmes. A money matters course was run for year 9 students. The tutor team meet half-termly to share best practice. Tutors move with their form group which creates continuity. Tutors know the students well and know what works with their form group. Pastoral managers liaise with form tutors and keep them advised of the wellbeing of individual students. The school prides itself on the quality of its pastoral care. There is a pastoral manager for each year group. There is a wealth of experience in our pastoral team. There is a strong ethos around the wellbeing of individual students. The school works proactively not reactively. Each child is known and known well. Good relationships are fostered with parents. Pastoral assistants are being recruited to further strengthen the pastoral team. With regards to our assembly programme there are weekly assemblies tailored to meet the needs of the students. Safeguarding assemblies which are very important will be topical. Assemblies are conducted on e-safety. Other issues addressed in assemblies are attendance and anti-bullying. All are conducted by a member of the senior leadership team. The school also has celebration assemblies.

The school effectively uses social media to communicate with parents in the form of twitter. The school also produces a regular newsletter. There is a phone free zone in the pavilion for one day a week for year 7s. This initiative is supported by parents. The school has an e-safety log. There is also a bullying log although incidences are few and far between. Matters are treated seriously and formal warnings are used. Staff and student surveys are important and useful for developing practice. A presentation was recently given by Educate and Celebrate LGBT run by Ellie Barnes as part of staff inset training which is about developing inclusive practice. The school has a gender neutral uniform policy and uses a trans inclusion school’s toolkit. We currently have a student in the process of transitioning. An LGBT group meets on Monday lunchtime in an open but secluded area. The school has no bullying issues regarding LGBT. Tremendous support is put in place for students.

Oasis

A meeting followed with Julie Pitkin and two year 8 students and a 6th form student who use the Oasis centre. Oasis provides invaluable support for those students who feel vulnerable or unsafe. Breakfast is offered supported by a food bank. Julie Pitkin starts work at 7am and is available to support students throughout the day. There is a form time held across all year groups. There are currently 19 students being supported. The students spoke of the Oasis centre as having a family feeling and they all felt a sense of belonging. There is a wellbeing Wednesday to focus on what can lift students during the day. There is learning time during the day in Oasis. Some students have timetabled lessons in Oasis. All Oasis students have a card so they can leave lessons and go to the Oasis centre if they feel unable to cope in a particular lesson. A call will be made to Oasis and the student can be collected. There is computer access and Oasis is open until 4pm. Help is extended to 6th formers through Waves. Some students who have come through the Oasis system may need support in the 6th form. The students say they readily accept newcomers and support them. They spoke of huge peer support within Oasis. All students confirmed that their grades and attendance had improved because of the support provided by Oasis. One student spoke of how she did not want to come to school until she received support from Oasis. Now her grades have improved and she attends regularly. She has received specific help in her subjects and her science grades have improved.

Oasis fosters close links with the triangle of school, student and parents. There is constant communication. Oasis uses meditation music. Julie Pitkin always gives the students a reason why she does something. The students support each other. Julie Pitkin collects data to show progression or where we are going wrong. The students are able to email Julie Pitkin during the school holidays if they need to and Julie Pitkin is in school during the holiday. Students also have a card with useful contacts such as NHS Choices or mood zone. Children are referred to the Oasis by a parent through the pastoral manger or a child seeking support through a teacher. Julie Pitkin then carries out an assessment with the parent’s consent (except 6th form) The Oasis has a child centred approach. It is about understanding family dynamics and a student’s vulnerabilities. A report is submitted by Julie Pitkin to the multi-skilled interventions team. Support is then tailored to the individual student. Outcomes are positive. Julie Pitkin will make certain recommendations in the report and will report back to the student. It makes the student feel valued that the school is listening and changing something for the better. There is a care plan for all Oasis students which is constantly updated. It is important to check and review the progress of interventions.

Teaching and Learning Hub

There followed a discussion with Gill Power on the work being undertaken with regard to the super curriculum and the value of the collaborative space for staff in the i block to help learning. Learning should not just be about the exam curriculum. Gill Power also provided information on the work SHS had been doing with Camstart. The importance of parental engagement was discussed and the initiatives being introduced to foster parental engagement.

Overview of e-safety

An e-safety overview and PHSE discussion was presented by DJ Barron. DJ spoke of the impossibility of controlling access to 3 and 4G networks. We cannot block the 3 and 4G signal. There is a staff wireless network, a guest one and a 6th form one using the same filtering system. In terms of the mobile phone policy they should be seen and not heard. There is a phone free day for year 7s in the pavilion. The student’s e -safety programme is delivered through assemblies and the form tutor programme. DJ has found that parent workshops were not well supported. He recognised the importance of parental engagement in the context of e-safety but in his experience parental workshops were not that effective. The school has a twitter account which has proved a useful communication tool. DJ has filmed an overview of internet safety which has so far received 700 views. Some parents watched the film with their children. He is planning another one possibly on gaming. DJ does not believe in the use of shock tactics. Having an on line identity can be positive. Social media is a powerful tool for social change. There is a CEOPs link on the school website. He is considering facebook for the school. The PTA have a facebook page. Embedded in PHSE is SRE. For year 7 the school would cover body image and sexting for example. For year 8 there would be coverage of alcohol, drugs and smoking. Year 9 for example would cover money management and SRE. Year 10 current issues include terrorism, gender identity, mental health and pornography. PHSE is covered in assemblies, form time and through the Social Sciences Department. It also encompasses careers education, human rights and politics. Work is assessed for PHSE. DJ gave an example of a year 7 topic : plastic surgery :Do you agree?

Vocational Centre

Tony Taylor and Andy Christiani explained the work of the Vocational Centre. In essence the centre is about re-engagement with school. They use a mentoring approach. Students can talk through issues. Students are referred through the Interventions team. They have the opportunity to undertake gardening for example and carpentry. Impact is measured through behaviour points. There is usually a significant reduction. Students tend to become more focussed in lessons. The Centre helps students better relate to their peers and staff. At KS 4 there is a BTEC engineering option available. The data for the KS4 engineering cohort is positive. Most students meet their target grade. A key skills group reduces stress and pressure. This help will also include looking at college options and helping students complete application forms. The work of the centre has a clear impact on educational achievement. All students have gone on to some form of education. There are no NEETs. Practical skills are very important. The students are able to work with machinery at the centre but health and safety are very important. Students are assessed in several key areas including teamwork, practical skills, independent learning, numeracy and literacy. Asdan helps literacy and numeracy. They can acquire business skills for example selling plants for money. The centre is about building trust, self-belief and self-worth. It is about opening minds. Pupil premium students access the centre. The majority of students will see attendance improve. Parental engagement is important. It is about working together and communicating to improve outcomes. The use of postcards home has been positive. The approach is each child known and known well. The centre is open to all students. It operates a lunchtime club and cooperates with the science and art departments.

PE and Sports Offer

Discussion with Gary Sapsford and Lee Thomas of the PE Department and JSA students. The students spoke enthusiastically about the extra provision provided by the school’s JSA. They spoke about the importance of nutrition and hydration. They were all clearly committed to sports participation and recognised the value of sport to both physical health and emotional well being. The value of the Football and Cricket Academies was also discussed.

Risk Avert

Kim Messenger and a group of year 8 students spoke about the value of the Risk Avert programme. The programme is essentially about helping students to assess risk. It comprises 6 one hour sessions. They have completed a number of worksheets designed to help students keep safe and tests. The test score gives an indication of risk. The programme covers a variety of subjects including alcohol, gender, consent, alcohol and healthy relationships. All students spoke positively of their experience with the programme.

Conclusion

The Healthy School representatives were very positive about the work SHS was doing. They remarked on the school’s strong and effective pastoral ethos. They felt the school put tremendous effort into prevention. Both the pastoral side and sport side were very positive. SHS has a whole school approach to well being. Everybody is involved. SHS is clearly a healthy school.

Safeguarding Meeting 13th June 2018

Present: Jenny Comerford and Jane Swettenham

From the start of the current academic year one main area of focus has been changing the record system to ensure compliance with the GDPR. The old system which comprised a running chronology in one single document has been replaced. The chronologies have now been separated out. Each file now has its own separate chronology which is found at the front of the individual file. As the file is added to so the chronology is updated. The chronology records date, event, notes and ongoing concerns. All past chronologies have been moved over. This was a huge undertaking. Each individual file also has a front sheet which gives the background/personal information for each student. The files also contain any relevant primary school notes. Files are categorised and rag rated. Files are stored in a secure filing cabinet. One category comprises CP cases. This includes LAC, open CP cases and child in need. The school has two students who have no CP concerns but they have special needs. One child is in a wheelchair and the other has no use of their arms so they are designated child in need. Tony Taylor is responsible for conducting reviews for these two students. The school has one open CP case at present. There are currently two LAC. A second category comprises referrals made this academic year but nothing has translated into proactive social care work. Cases were closed after social workers had done what they considered was needed.

The files are categorised red, amber and green. Red would be CP cases including LAC and any recent referral or heightened concern and child in need. Amber represents past referrals where cases have now been closed but monitoring is still required due to the nature of the past referral or cases where a closer degree of monitoring is required due to the nature of the initial concern, e.g self harming. Green comprises those cases where there has been no further concern for a period of time and the case has never warranted referral, or where the concern does not meet CP concern thresholds but has been recorded as a potential indicator in the future or those cases if there is any concern at all. A monitoring list is kept digitally. This consists of student’s name, year group, most recent concern and who raised the concern. Again this is rag rated. JC is allocated two periods a week for safeguarding filing.

Essex County Council advise that where staff are recording child protection concerns a standardised template is used. In JC’s experience this template stops staff from writing full accounts. So SHS’s system asks staff to communicate their concerns to JC verbally and via email. JC then writes the template extracted from the information given. The template does provide a useful checklist.

JC is responsible for ensuring all staff have received appropriate safeguarding training. This includes cleaning and catering staff and invigilators. A new round of training will take place in September. Off the peg training does not lend itself to what staff need. JC makes SHS training more contextualised and it will be more case study based. It is more case study based. The training will reflect the new guidelines contained in Keeping Children Safe in Education 2018 which are due for implementation in September. The safeguarding policy will be updated again to reflect those changes. SHS do not just rely upon the Essex safeguarding policy model, we contextualise our policy. The guidelines recommend an increasing focus on SEN. The school must also make a decision about the use of mobile phones in school particularly in terms of controlling student access to the internet through 3 and 4 G. We have now ensured there are two emergency contacts for each student. At present 8 hard to engage students are outstanding and this is being addressed now by the attendance officer. We purposely do not train staff to apply restraint and reasonable force. The advice from the 2018 guidance is now to risk assess everything. We already have guidance in place to deal with challenging behaviour. We need to make a specific comment on this issue in the policy to reflect the guidelines. The reference in the guidelines to the SCR being available in every school clearly applies to MATs. Now volunteers must have a risk assessment attached to them and an enhanced DBS. We already do the latter as a matter of course. However, now we will have to do the risk assessment. Going forward if there is an exchange trip the parents with whom the exchange students are staying must have an enhanced DBS check. There is discretion for other members in the household aged 16 and above. The school must decide whether or not to insist that other members of the household who are 16 years and above, not just the parents, must also have enhanced DBS checks.

With regard to the SCR, JC will be speaking to Karen Whordley about the section 128 checks in the context of an adult prohibited from managing in a school which could include for example head of cleaning. There is already a section 128 column for the head teacher, members of SLT and department heads. It now covers anyone the school employs on a long term basis who has a management role, so extends beyond teaching staff with management responsibilities. Now the head of cleaning, head of catering for example would need to be included.

If the school sends students to alternative education providers, we must obtain written confirmation that the organisation has completed all relevant safeguarding and barring checks on staff. We currently have two students at an alternative provider (CSS) since April. Regular checks are made on students. Jamie Rigg will be visiting them to see how they are progressing. The students are dual registered at both the provider and SHS so remain on SHS roll. These two students will be off roll in September, as CSS in this area have an agreement in place with schools that any Y11s already on their roll at the beginning of Y11 will come to their single roll, so it will not be a dual roll situation. SHS also uses Virtual Tutors. They provide one to one tuition in English and Maths for PP students. The tutors come into school to deliver the tuition and attend our safeguarding training. We have their DBS checks.

SHS is reviewing the peer on peer abuse policy. The guidelines have included a list of different peer on peer abuses such as sexual violence and initiation ceremonies. The policy must address how we deal with the different types of abuse and minimise the risk. We must support victims and perpetrators. We have to categorise how serious the event is.

New topics covered by the regulations include homelessness, children who attend court as witnesses and children with family members in prison. JC has done some training on CAPI (children affected by parents in prison). There is a counselling service and SHS have referred two students to it. In the context of drugs there is reference to county lines. JC will update our policies and CPD to reflect these new regulations.

JC will also ensure Risk Assessments for volunteers are completed and section 128 checks for team leaders and other managers. Gill Power is in the process of developing a super curriculum. However, the requirement to risk assess volunteers for the purposes of trips to super curricular venues will have to be considered. A related issue is the DBS requirements for parents hosting exchange students.

JS then viewed the bullying log. The log comprises the date of the incident, the nature of the incident together with details of victim, perpetrator, gender and year group. The incidents are categorised as physical, verbal or emotional. It details whether the incident is homophobic, racist, cyber bullying etc and records preventative measures and interventions. Cases are designated either red, amber or green. Green are those cases which have been resolved. Amber are resolved but concerns remain and red are current cases. It would be a useful exercise if Jamie Rigg would discuss his analysis of bullying trends at the next Governors’ monitoring visit.