

St. Dominic's School Safeguarding and Wellbeing Offer

<i>Written by:</i>	Rob Chowns/Kirsty Glaysher
<i>Reviewed by:</i>	Jackie Van-West
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St. Dominic's School Safeguarding and Wellbeing Offer

INTRODUCTION

Orchard Hill College & Academy Trust (OHC&AT) and St. Dominic's School are committed to providing outstanding educational opportunities for all our pupils and students. The safety and welfare of our pupils and students is of the utmost importance. All adults working in OHC&AT settings must protect children and vulnerable adults from abuse and be aware that any pupil or student may be abused or be at risk of abuse.

St. Dominic's School follows the Child Protection, Adult Protection & Safeguarding Policy and Procedures and the Student Mental Wealth, Health & Wellbeing Policy as agreed by the OHC&AT Board of Directors. Our Safeguarding & Wellbeing Offer provides further detail about the specific work, both proactive and reactive, that we undertake within the school/College to ensure that our pupils/students are able to learn and thrive in a safe and supportive environment. This document should therefore be read in conjunction with both of the above named policies and procedures. A full list of related policies and procedures can be found in the Child Protection, Adult Protection & Safeguarding Policy.

This document gives details of St. Dominic's School's contextual safeguarding approach and any localised child protection procedures. It is structured around three tiers of provision:

- Universal – this encompasses all proactive work undertaken to safeguard all our pupils/students, e.g. pastoral care, curriculum delivery, whole school culture, student voice/student advocacy work, therapeutic support, partnerships with external services e.g. clinical psychology.
- Targeted – any specific programmes or initiatives aimed at small groups of students or families who may benefit from additional support e.g. special learning programmes, group work for students at risk.
- Specialist – external support or specialist support within school that is aimed at individual students and/or families who have been identified as needing extra support e.g. learning developed specifically to safeguard, therapy and nursing programmes.

This Offer has been reviewed in line with the OHC&AT 'Safeguarding and Wellbeing Offer – Guidance Note, September 2021'.

DEFINITIONS

Safeguarding: the proactive safeguarding strategies in place to ensure **all** children and young people learn in an environment that protects their health and development and gives them opportunity to gain their best outcomes.

Child Protection: the child protection procedures in place to ensure **specific** children or young people are protected from harm, including children or young people who have suffered from, or may be at risk of, physical abuse, neglect, emotional abuse or sexual abuse.

St. Dominic's School – Safeguarding and Wellbeing Offer

Responsibilities
Please read in conjunction with the SG poster
 for current details of postholders

Designated Safeguarding Lead: Vice Principal (Impact) Deputy DSL: Principal	Deputy DSL: Head of Integrated Services	Deputy DSL: Vice Principal (Implementation)	Assistant DSL Designated Safeguarding Officers: Heads of School & Assistant Heads of School Behaviour and Inclusion Lead	Designated Safeguarding Officer: School Nurse
Safeguarding Overview Arrangements for Child Protection Policies Safeguarding training EVC – Educational visits and Risk Assessment	Meeting special educational needs of pupils (SENCO) Safeguarding in the curriculum including health and relationship education	Looked after children designated staff member	Behaviour management Physical intervention Bullying Risk assessments Attendance Children missing in Education E safety	First Aid SheAssure / RIDDOR reporting Mental Health Leader

Safeguarding induction training				
Health and safety				
Single Central Register				
Safer recruitment				
Site security				

Portfolio Governor for Health & Safety, Child Protection and Safeguarding – Leigh Edser

**DSL – Child protection
Areas of Responsibility**

- Physical abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

- Bullying
- Child criminal exploitation
- Child sexual exploitation and trafficking
- Children missing education
- Domestic violence
- Female genital mutilation
- Fabricated illness
- Faith abuse
- Gender-based violence
- Harmful sexual behaviour
- Intimate care
- Mental health
- On-line safety
- Peer on peer abuse
- Physical intervention and use of reasonable force
- Private fostering
- Radicalisation / extremism
- Substance misuse
- Upskirting

St. Dominic's School – Safeguarding and Wellbeing Offer

Provision

UNIVERSAL PROVISION
<p>Safeguarding</p> <p>Training</p> <ul style="list-style-type: none"> • Designated safeguarding lead – level 3 trained + Surrey Effective Family Resilience training • Deputy DSLs and Designated Safeguarding Officers – Surrey Safeguarding Modules 1+2 (additional online refresher training) • All staff level 1 trained – updated annually by DSL, including signing to confirm that KCSIE has been read • New staff given priority safeguarding training during induction including My Concern training • Regular safeguarding updates for staff on all inset days, reminders in morning briefing meetings and all staff meetings – information sharing and safeguarding quizzes • Staff CPD includes Management of Actual and Potential Aggression (MAPA) training (initial 2 day course, then annual 1 day refresher), a team of first-aid trained staff, SEND specific training (What is Autism?, Pathological Demand Avoidance), Mental Health training (self-harm, suicide prevention, risk assessments and educational visits) • Staff also access additional Educare on-line training – including PREVENT and Physical intervention. (monitored by the Senior Leadership team) • Governors trained by OHC&AT Safeguarding Lead <p>Information</p> <ul style="list-style-type: none"> • Safeguarding board for children in every class and communal areas • Safeguarding information for visitors (leaflet and poster) displayed by the school office and procedures explained by office staff on arrival • Information booklet for agency staff include safeguarding information and process requires new and temporary staff to read (and confirm by signing) that they have read KCSIE 2021. • Weekly safeguarding information distributed by Assistant DSL to families through the Friday Flyer and sharing of wellbeing information from OHCAT Nurse with parents and stakeholders <p>Systems and Data</p> <ul style="list-style-type: none"> • Toot – toot (implementation May 2021) Confidential reporting app and mental health and wellbeing tracking app for pupils and students • Ongoing data collection to identify most vulnerable pupils- including open and closed cases to Early Help and CAMHS • Storing and monitoring of conversations records with parents / other professionals (MyConcern) • Pupil attendance monitored by SG team with RAG system in place regarding levels of intervention (see Attendance Procedure) and interface with local authority SEN and Inclusion Teams

- Regular monitoring of the Single Central Register and Safeguarding Action by OHC&AT
- Safeguarding data regularly reviewed to inform training
- Audits completed every term of safeguarding provision and offer through online Surrey Safeguarding Portal – communicated to OHC&AT and School Governors by DSL

Meetings

- Weekly safeguarding team meetings – all pupils on plans and those causing concern discussed
- Half termly supervision of the safeguarding team by external facilitator and termly supervision of DSL
- Half termly safeguarding quality assurance including review of lessons learned
- Attendance at OHC&AT monthly DSL support network meetings and Local Authority training events

Teaching and learning

- Whole school ethos around keeping safe; school values include “I am safe” – communicated through displays, website, assemblies, curriculum map, tutor time power points.
- Input into curriculum through Needs Led Curriculum incorporating PHSCE programme, including Relationships and Sex Education (RSE), preparation for adulthood, living with an Autism diagnosis
- Adherence to the Health and safety curriculum with themed topics : Relationships – NSPCC Pants rule – Growing up work – PREVENT / British Values – Zones of regulation – Healthy Living – E safety
- E safety strategy (draft in May 2021)

SEN and interventions

- Child centred EHCP plans to reflect the children’s main learning and emotional health barriers with matched and provision to overcome these (SAVI)
- Provision mapping tool for interventions (including pastoral, therapy)
- Termly meetings with or reports to parents to discuss Education Plans/ Annual Review targets

Behaviour and risk assessment

- Regular input from Behaviour Team to support class staff with behaviour management
- Pupil risk assessments and individual behaviour support plans – contextual safeguarding practiced to ensure that risk assessments, staff training etc is updated in response to new or developing concerns.
- Educational Visit Coordinator and Middle Leader responsible for EVs work closely with DSL re EV procedure and use of EVOLVE system, including system for quality assuring trips and trip leaders

Site

- Specific areas of site are protected by fobbed entry to ensure that pupils access areas with appropriate staffing levels
- SLT and Safeguarding team ownership of process by which pupils and students arrive on site including twice daily presence in car park, register

check out, pupils called from classroom by walkie talkie when taxi / family arrives to collect them

Stakeholders

- Close working with community partners such as community police teams

Child Protection

- Child protection concerns or allegations reported to member of SG team and, if appropriate for SG intervention, are then logged onto MyConcern for response / action from SG team.
- Weekly Safeguarding liaison between Assistant DSL and Heads of School to discuss new concerns and monitor ongoing concerns
- Chronologies summarised and used to report child protection concerns to accountability groups (OHC&AT) Safeguarding monitoring, risk management monitoring and St. Dominic's Governors

Wellbeing

- Whole school quality of life focus for staff and pupils launched in Sept 2020 including wellness action plans.
- Quality of Life Action Plan sets out steps to promoting wellbeing across school and recognises link between pupil and staff well-being is inextricably linked. Staff council supports wellbeing and staff safe / quiet space currently (Spring term 2022) being set up
- Edupod accreditation (first level) achieved regarding how to plan, manage and evaluate a "mentally healthy environment" for the whole school community. Use of regular pupils questionnaires/surveys about pupil well-being and support received by school.
- Staff trained practitioners in 'Healing Together' anxiety management programme for pupils including those who have experienced domestic violence
- School is working towards accreditations relating wellbeing of pupils such as Healthy Schools and Silver Rights Respecting Schools Award (having achieved Bronze)
- Student Voice and Equality Champion groups in place to promote FBVs and inclusion. Promotion of events such as PRIDE and awareness days / weeks / months such as Anti-Bullying Week and Children's Mental Health week.
- Staff wellbeing support includes access to a psychotherapist (free for staff due to block contract to support mentally healthy workforce), Employee Assistance Programme (EAP), Occupational Health, HR business partners, debriefing following incidents by behaviour and / or SG team leads
- Family support initiatives including twilight training sessions (eg Autism and Adolescence), E-Safety) and networking (Family Forum).

TARGETED PROVISION

Safeguarding

- Therapy programmes (SaLT and OT) and modified timetables in place

- Child centred planning meetings to include parents and professionals to outline the key barriers to a child’s learning and development
- Personalised parental Support Packages put in place for pupils raising concern
- Referrals to Inclusion Officer for persistent absence
- Training sessions and supervision sessions with external experts for staff related to specific issues / groups of pupils such as relating to self-harm, Incels etc.
- May include:
 - Access to school behavioural strategies
 - Support to complete forms related to pupils education, care or special needs
 - Support from Regional SENCO at Tribunal cases
 - Support to arrange medical/safeguarding appointments

Child Protection

Weekly safeguarding team monitoring meetings to update on individual pupil’s actions and consider impact.
 Recording of any meetings, conversations or communication about individual children causing concern for safeguarding files – individual pupil files, online MyConcern chronology and weekly safeguarding minutes folder.
 “Pupils causing concern” section of weekly meeting allows for all safeguarding team members to raise and monitor a pupil who requires targeted provision for a set period of time.

Wellbeing

- DDSL as Lead for Integrated Services coordinates Pupil Pastoral Panel that triages referrals for counselling, ELSA, additional therapeutic input, therapeutic play, ‘drawing and talking’ and art / sport / music interventions.
- Each pupil, as required, to have access to trusted Adult enabling regular wellbeing “check-in” sessions to take place. This may be in the form of sessions with an ELSA or some targeted interventions with trusted members of staff including music / sport.
- Young Carers identified by DSL and Heads of School and referred to, with parental consent, Action for Carers / Carers Trust for support including 1:1 mentoring, youth clubs, respite breaks, a one of payment of £300 (for support with activities) and a travel card to promote functional independence.

SPECIALIST PROVISION

Safeguarding

Early Help referrals
 Team around the family (TAF) meetings or Child in need (CIN) meetings with relevant professionals and parents
 CAMHS referrals

Monitoring of impact of Early help / TAF action plans and CAMHS support – support from Allocated Surrey Early Help Worker.
Regular liaison with Inclusion Officer

Child Protection

CSPA (Surrey) and MASH referrals
Attendance at Child Protection meetings called by the Child Protection services
Adherence to child protection plans, interventions and monitoring

Wellbeing

Regular liaison with Social Workers to ensure that visits to Pupils on Plans can be facilitated in school to monitor well-being.
On –site counselling, ELSA, Drawing and Talking, Play therapy interventions.
Regular or as required liaison with PREVENT Officers, Hope Service and Local Police
Meetings within school (triggered though safeguarding or pastoral meetings include ‘team around the child’ (focussing on team strategies) and MDT reviews (focussing on the child’s presentation)
Sessions facilitated by external local authority Educational Psychologist including ‘Circle of Adults’ and PATH (person centred planning tool).