

# St Dominic's School Safeguarding and Wellbeing Offer

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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	Designated Safeguarding Officer: 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 Co - Leader

Safeguarding induction training	Mental Health Co – Leader			
Health and safety	Pastoral support including for LGBTQ+ Children and Young People			
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 abuse and 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><b>Safeguarding</b></p> <p>Training</p> <ul style="list-style-type: none"> <li>• Designated safeguarding lead – level 3 trained + Surrey Effective Family Resilience training</li> <li>• Deputy DSLs and Designated Safeguarding Officers – Surrey Safeguarding Modules 1+2 (additional online refresher training)</li> <li>• All staff level 1 trained – updated annually by DSL, including signing online (My Concern) to confirm that KCSIE has been read</li> <li>• New staff given priority safeguarding training during induction including My Concern training</li> <li>• Regular safeguarding updates for staff on all inset days, reminders in morning briefing meetings and all staff meetings – information sharing and safeguarding quizzes</li> <li>• Staff CPD includes Safety Intervention 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)</li> <li>• Staff also access additional Educare on-line training – including PREVENT (</li> <li>• Governors trained by OHC&amp;AT Safeguarding Lead.</li> </ul> <p>Information</p> <ul style="list-style-type: none"> <li>• Safeguarding poster in every class and communal areas</li> <li>• Safeguarding information for visitors (leaflet and poster) displayed by the school office and procedures explained by office staff on arrival</li> <li>• 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 2022.</li> <li>• 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</li> </ul> <p>Systems and Data</p> <ul style="list-style-type: none"> <li>• Tootoot confidential reporting app and mental health and wellbeing tracking app for pupils and students; each pupil has individual login</li> <li>• Ongoing data collection to identify most vulnerable pupils- including open and closed cases to Early Help and CAMHS</li> <li>• Storing and monitoring of conversations records with parents / other professionals (MyConcern)</li> <li>• 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</li> <li>• Regular monitoring of the Single Central Register</li> <li>• Safeguarding data regularly reviewed to inform training</li> </ul>

- Audits completed every term of safeguarding provision and offer through online Surrey Safeguarding Portal – communicated to OHCAT 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/ lessons learned from practice
- 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

#### 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)

#### 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.
- Middle Leader responsible for Educational Visits works closely with DSL re EV procedure and use of EVOLVE system, including system for quality assuring trips and trip leaders

#### Site

- Perimeter fence and gates installed in Autumn Term 2022
- 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**

- 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
- Working with Occupational Health including use of wellness action plans.
- Edupod accreditation (first level) achieved regarding how to plan, manage and evaluate a "mentally healthy environment" for the whole school community. Use of regular pupil 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 Rights Respecting Schools Award, (having achieved Bronze)
- School has achieved accredited status by the National Online Safety
- 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**

- 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**

- 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.
- Therapy programmes (SaLT and OT) and modified timetables in place
- Each pupil, as required, to have access to trusted Adult enabling regular well-being “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 and Strategy meetings called by the Child Protection services  
 Adherence to child protection plans, interventions and monitoring



<b>Wellbeing</b>
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Regular liaison with Social Workers to ensure that visits to Pupils on Plans can be facilitated in school to monitor well-being.
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On –site counselling, ELSA, Drawing and Talking, Play therapy interventions.
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Regular or as required liaison with PREVENT Officers, Hope Service and Local Police
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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)
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Sessions facilitated by external local authority Educational Psychologist including ‘Circle of Adults’ and PATH (person centred planning tool).
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