

Grafham Grange School Safeguarding and Wellbeing Offer

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Grafham Grange School Safeguarding and Wellbeing Offer

INTRODUCTION

OHC&AT and Grafham Grange 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.

Grafham Grange School follows the Child Protection, Adult Protection & Safeguarding Policy and Procedures and the Student Mental Health, 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 Grafham Grange 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 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 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 students and/or families who have been identified as needing extra support e.g. learning developed specifically to safeguard, therapy and nursing programmes.

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.

Grafham Grange School – Safeguarding and Wellbeing Offer

Responsibilities

Kay Longbottom – DSL & PAL's Manager	Robin Bertrand Principal Deputy DSL	Anna French Deputy Principal Deputy DSL	Kim Campbell Deputy PALS Manager Deputy DSL	Sandra Jackson – School Nurse/DDSL	Rachel Uddin – School Business Manager
Safeguarding Overview	Policies and Procedures	Training & Professional Development of Teaching Staff	Training & Professional Development of Teaching Staff	Health and safety	Health and Safety
Arrangements for Child Protection De	Referrals and admissions	Looked after children designated staff member	Development/ Further progression Mentoring/Support Programmes for Teaching Staff	First Aid	Single Central Register
Policies	LADO referrals			Health and welfare of staff and students	Safer Recruitment
Safeguarding training	Finances and budgeting	Safeguarding in the curriculum including health and relationship education	Meeting special educational needs of pupils (SENCO Qualified)	E safety	Site Security
Attendance Children missing in Education	Safer recruitment			Medication	Budgets
EVC – Educational visits and Risk Assessment	Behaviour	Behaviour	Annual Reviews	Home Visits	Safeguarding in the curriculum including health and relationship education
Safeguarding induction training	Home Visits			Home Visits	
Safeguarding in the curriculum including health and relationship education	Community engagement	Home Visits	Behaviour	Safeguarding in the curriculum including health and relationship education	
Bullying	Co-ordinating therapeutic interventions	Community engagement	Home Visits		
Physical Intervention	(SENCO Qualified)	(SENCO Qualified)	Community engagement		
Behaviour					
Home Visits					

Portfolio Governor for Health & Safety, Child Protection and Safeguarding

Leigh Edser

**DSL – Child protection
Areas of Responsibility**

Physical abuse

Sexual Abuse

Emotional Abuse

Neglect

Attendance

Bullying

Child criminal exploitation

Child sexual exploitation and trafficking

Children missing education

Domestic violence

Female genital mutilation

Fabricated illness

Faith abuse

First Aid

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

Risk assessment

RSE

Substance misuse

Safeguarding updates

Teenage relationship Abuse

Grafham Grange School – Safeguarding and Wellbeing Offer

Provision

UNIVERSAL PROVISION
<p>Safeguarding</p> <ul style="list-style-type: none"> • Designated safeguarding lead – level 3 trained • 6 deputy safeguarding leads – level 3 trained • All staff level 1 trained – updated annually • New staff given priority safeguarding training during induction • Regular safeguarding updates for staff in morning briefing meetings and all staff meetings – information sharing and safeguarding quizzes • Staff access additional Educare on-line training – including PREVENT and Physical intervention. (This is monitored by the Senior Leadership team) • Safeguarding information easily accessible to stakeholders • Safeguarding board for children in every class and communal areas • Safeguarding information for visitors (leaflet and poster) displayed by the school office. • All visitors wear red, yellow or blue lanyards. Blue indicates all staff/visitors who have DBS checks seen and recorded on our single central record and staff who have a DBS, but are not employed by the school (Agency Staff). Yellow is for visitors/contractors. Red indicates visitors who may or may not have a DBS (which has not been seen) and these person(s) to be accompanied by a staff member during their visit at all times. • 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) • Weekly safeguarding team meetings – all pupils on plans discussed • Attendance at OHC&AT termly safeguarding support network meetings and Local Authority training events as well as regional Surrey Safeguarding forums (once every term) • Regular monitoring of the Single Central Register and Safeguarding Action Plan by the DSL, , Principal, OHC&AT safeguarding lead (Jackie van West) and via annual health checks (David Scott) • Input into curriculum through PHSCE programme • Adherence to the Health and safety curriculum with themed topics • Relationships – NSPCC Pants rule – Growing up work – PREVENT / British values – Healthy Living – E safety • Child centred EHCP plans to reflect the children’s main learning and emotional health barriers with matched targets and provision to overcome these • Regular CPD sessions for support staff and teachers looking at individual student EHCP’s, their diagnosis, special educational needs and support strategies. • Regular input from SLT, Teaching & Support Team to support class staff with behaviour management • Meetings with parents to discuss Education Plans/ Annual Review targets

- Pupil risk assessments, positive handling plans, pupil safety support plans and positive behaviour support plans
- Safeguarding data regularly reviewed to inform training
- Audits completed twice of year of safeguarding provision and offer – communicated to Jackie van West and School Governors
- Pupils causing concerns discussed in weekly safeguarding meetings
- School working in partnership with Inclusion services to monitor and support student attendance as well as supporting the wider families.
- School working in partnership with Surrey Police youth intervention officers support student engagement.
- Working in close partnership with inclusion services to address attendance issues. Termly visits by the inclusions officer to analyse school wide attendance data.

Child Protection

- Child protection concerns or allegations recorded and given to the DSL for discussion/ decision. Logged onto MyConcern
- Weekly Safeguarding Team Meeting to discuss new concerns and monitor ongoing concerns
- Chronologies summarised and used to report child protection concerns to accountability groups – Jackie van West for OHC&AT Safeguarding monitoring, Laurie Cornwell Deputy CEO for OHC&AT risk management monitoring and Grafham Governors
- Leigh Edser (safeguarding Governor) conducting termly visits/audits and meetings with DSL and safeguarding team as part of the Governors monitoring programme.

Wellbeing

- Emotional literacy assessment upon entry into Grafham Grange along with termly PASS (Pupils attitude to self and school) survey to monitor wellbeing and mental health.
- All staff have access to health and wellbeing support, either individually or through group fitness sessions (weekly)
- Deputy Principal and Health & wellbeing officer are Mental Health England first aid trainers providing support and training to staff and students
- Regular CPD sessions for staff to improve on best practice and to help advise on effective support strategies for students.
- Mental Health and wellbeing officer attending DSL forums with DSL to inform and share best practices
- Professional clinical supervision for both school nurse and mental health and wellbeing officer.

TARGETED PROVISION
<p>Safeguarding</p> <ul style="list-style-type: none"> □ Therapy programmes (SaLT and Counselling) 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 May include: <ul style="list-style-type: none"> -Home visits (either Therapy based, joint Education and Therapy, in conjunction with social care or pastoral and welfare visits) -Access to school behavioural strategies -Additional regular communication- form decided by parent -Support to complete forms related to pupils’ education, care or special needs -Support to arrange medical/safeguarding appointments -Referrals to specifically targeted intervention services such as Catch 22 and firewise which target specific risk taking behaviours and tailored to the young person. -Support from Surrey Police Youth Intervention Officers in addressing specific behaviours/incidents such as bullying/hate crimes/criminal behaviours
<p>Child Protection</p> <ul style="list-style-type: none"> • 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 minute’s folder.
<p>Wellbeing</p> <ul style="list-style-type: none"> • All pupils have daily access to their designated form tutor who will meet with them twice a day (first thing each morning and after lunch). Each form group have an assigned Pastoral and Learning Support (PAL) worker. The safeguarding team and SLT operate an open door policy to all pupils with in the school. • Access to animal assisted therapy at local farm as part of a targeted therapeutic intervention, which is monitored through the weekly therapy, debrief meetings. • Targeted individual support for all staff experiencing difficulties. This can be provided through the therapy/wellbeing team. • Deputy PALS manager and Health & Wellbeing Officer are accredited Healing together facilitators and can deliver the healing together programme to support young people experiencing on going stress and/or anxiety.

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
- SPA Referrals (Single point of access – Surrey)
- Instant access to CYP Haven Guildford (mental well-being drop-in clinic)
- Facilitating targeted youth support (TYS) sessions during school hours help to increase the engagement in this kind of work.

Child Protection

- SPA Referrals (Single point of access – Surrey)
- Attendance at Child Protection meetings called by the Child Protection services
- Adherence to child protection plans, interventions and monitoring

Wellbeing

- Regular liaison with allocated social workers to ensure that visits to pupils on plans can be facilitated in school to monitor well-being.
- Additional services available for all staff to access through support from HR and occupational health
- Individual health & wellbeing sessions with the health and wellbeing officer. Working on areas such as physical fitness, motor skills and core strength (working with OT recommendations) and mental wellbeing.