



Rutland
County Council

Rutland County Council
Safeguarding through Education
2016-17

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1 THE ROLE OF THE LOCAL AUTHORITY

- 1.1 Her Majesty's Government's guidance '*Working together to safeguard children - a guide to inter-agency working to safeguard and promote the welfare of children*' (March 2015) identifies that local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area.
- 1.2 Rutland County Council's Learning and Skills Service contributes to the effectiveness of safeguarding and processes in education settings in Rutland by promoting the safeguarding of all children and young people and providing or brokering training and guidance for schools and early years settings. We review the impact of this by comparing the information available from a range sources which include the following:
- 1.2.1 The annual survey of safeguarding through education in schools and early years' settings is an on-line questionnaire sent to state-funded and independent nurseries and schools, including special schools, in Rutland. It is reviewed and updated each year to reflect changes in legislation and national and local emerging concerns. Results are analysed and key outcomes are fed back to schools and early years settings and inform future actions for the Learning and Skills Service or wider Council services (Appendix A and B).
- 1.2.2 Rutland Learning and Skills Service's monitoring and evaluation processes include termly School Quality Assurance desk-top reviews and visits to schools to support and validate self-review. Indicators for prioritisation of risk, including safeguarding, are detailed in the Learning and Skills Service *Education Provider Prioritisation and Entitlement 2017-18*. Feedback from visits to education settings by other Council staff, including members of the Special Educational Needs and/ or Disabilities (SEND) and Inclusion team, Early Help, Children and Adult Social Care and youth workers are also taken into account; all safeguarding issues are processed according to school and the local authority procedures.
- 1.2.3 Ofsted (for early years providers and state-funded maintained schools and academies) and Regulatory Compliance (for independent schools) inspection reports are analysed when published to determine any potential safeguarding concerns. In judging the effectiveness of leadership and management, Ofsted inspectors must consider whether the school's or setting's arrangements for safeguarding pupils are effective, and whether those responsible for governance ensure that these arrangements are effective.

2 SAFEGUARDING THROUGH EDUCATION: TRAINING, SUPPORT AND ADVICE

- 2.1 Rutland Learning and Skills Service promotes effective safeguarding processes in education through its work with all education settings. The Service works in partnership with Children's Social Care and Early Help to offer information, advice and, where required, to either deliver, broker or commission training to education settings in Rutland.
- 2.2 Safeguarding guidance and updates are available on Rutland County Council

website and all schools have links to the Local Safeguarding Children Board (LSCB) website. The Learning and Skills Service produces a regular bulletin for education settings which includes a standing item which promotes safeguarding through advice and information.

- 2.3 Training and updates for education staff and governors on safeguarding are offered through the LSCB and Rutland County Council. Additionally, training programmes may be either brokered or commissioned through Teaching School Alliances and other consultants or providers dependent on the topic of focus. Schools are offered generic training opportunities through Rutland Teaching Alliance (RTA) with specific focus areas being offered through suitably qualified training providers such as effective compliance with the new expectations of General Data Protection Regulation (GDPR).
- 2.4 Safeguarding updates and guidance feature routinely in termly LA and Head Teacher partnership events and an annual training programme is planned for school leaders and governors, beginning with Safeguarding for Governors in autumn 2017.
- 2.5 In the early years, core training is provided for the LSCB through Rutland Adult Learning and Skills Service (RALSS). Regular conferences and network meetings for early years' providers draw attention to emerging priorities such as Child Sexual Exploitation (CSE). Rutland Early Years' Service, supported by partners in RALSS, delivered PREVENT training at the annual managers' training days and continue to deliver Safeguarding training as part of the core training package.
- 2.6 The Head of the Virtual School coordinates education support for children looked after (CLA) which includes ensuring safeguarding needs are met. The Head supports and monitors CLA education progress and welfare. Support and training are also provided to designated teachers, named governors, social workers and foster carers in order to achieve the best possible outcomes for CLA.
- 2.6.1 The Head of the Virtual School makes Quality Assurance visits to schools to promote the academic achievement of CLA through challenge and support to ensure Personal Education Plan targets are best meeting the needs and expectations of the child. This has had good impact which is evidenced through sharper target setting and more focused support for CLA pupils.
- 2.6.2 School safeguarding support visits have been undertaken at a number of both primary and secondary schools across Rutland. Overall the feedback from these sessions has been very positive with school staff reporting they feel more confident about what they can do to support children and about early help services which are available more generally.
- 2.6.3 During the academic year 2016-17 safeguarding training offered through the local authority has included:-

Designated Safeguarding Lead / Refresher Designated Safeguarding Lead
Safer Recruitment (this course has been recently revised)
Allegations Management
Whole School Awareness Raising
PREVENT
Safeguarding Governor Training which clarified the local authority processes for raising concerns within education settings and enabled governors to gain

confidence in evaluating school's processes for response to concerns and referral

- 2.7 Early Help Coordinators are co-located in the Duty and Assessment Team alongside Social Care colleagues. This 'front door' provides a service to schools and partners in need of advice and guidance to ensure that families are supported to get the right level of support at the right time.
- 2.8 Support provided to schools by the Aiming High and the Special Educational Needs and/ or Disabilities (SEND) and Inclusion team is through the Early Health Assessment (EHA) process. Advice and support on safeguarding is given to schools regarding children and young people who are subject to an EHA on an ongoing basis. The SEND and Inclusion Team ensures that all Special Educational Needs Co-ordinators (SENCOs) receive information regarding the targeted activities and support for children and young people with SEND and their families.
- 2.9 All schools have received updated guidance in relation to Children Missing Education and self-harm via the Education Bulletin. In addition, this area was included within RCC's School Inclusion Development Officer activity in schools.
- 2.10 The Community Safety Team and the Youth Services team have been proactive in forging links with schools and sharing information about the services they provide as well as delivering training to pupils, to staff and to parents.
- 2.11 Regional Child Sexual Exploitation (CSE) meetings and conferences are attended by a representative from the Learning and Skills Service. The aim is to establish a regional multi agency CSE team to develop a wider recognition of the concern and to ensure earlier identification is made whenever possible. School governors accessed training in autumn 2017 and all schools have been offered regional CSE awareness training which has included: information for children and drama events; e-safety sessions at all schools; targeted support for children known to be at risk of CSE; training for school staff; sharing good practice for staff; sessions for parents and carers; information blitz (leaflets, posters, radio, websites, twitter, taxi drivers' information; licensees' information).

3 EVIDENCE OF IMPACT

- 3.1 The remit of Early Years Ofsted Inspections is to have regard for how well children are helped and protected so that they are kept safe. Early years' inspection outcomes report that all inspected Rutland settings have effective safeguarding arrangements for children. Similarly, the remit of School Ofsted inspection is to report on the effectiveness of safeguarding arrangements. School inspection outcomes report that Rutland schools have effective safeguarding arrangements for children at the time of the inspection.
- 3.2 During the academic year 2016-17 six education settings, four early years providers and two schools, were inspected by Ofsted; the behaviour and safety of children in five of the settings were judged as 'good'. One early years' provider was judged inadequate in all areas, with some concerns raised over aspects of safety and welfare but this was not deemed by Ofsted to be sufficient to be identified as a safeguarding concern. However, following statutory guidance, the local authority

withdrew funding for children within the setting and the setting has subsequently ceased trading.

- 3.3 Rutland County Council has no recorded incidents of safeguarding concerns raised from routine visits made to early years' settings, primary or secondary schools by Council personnel.
- 3.4 However, the council was made aware of one safeguarding incident at a nursery provision in August 2016 where a child managed to leave the setting unaccompanied. The incident raised significant concerns about the security of the nursery premises and supervision of children. The child involved in the incident did not suffer harm. Ofsted was immediately informed and conducted an immediate investigation; the nursery complied with Ofsted requests within the given timescales.
- 3.5 Whilst the annual survey identified that attendance at training and support events was inconsistent, evaluations and feedback from schools about training and support are consistently very positive.

4 SAFEGUARDING THROUGH EDUCATION SURVEY 2016-17

- 4.1 The Safeguarding through Education survey 2016-17 was distributed to Rutland schools, including independent schools, and Private Voluntary and Independent early years' settings at the end of summer term 2017 and again during the autumn term 2017 to engage with as many education settings as possible. The survey was conducted in similar fashion to previous years, via on-line self-accessed questionnaire.
- 4.2 The survey questions had been reviewed and amended in the light of changed national priorities and requirements and therefore direct comparisons cannot be made with previous years. Areas covered included:
 - 4.2.1 Child Protection/Safeguarding Policy and Procedures
 - 4.2.2 Allegations Management and Safer Recruitment Training
 - 4.2.3 Domestic Abuse
 - 4.2.4 British Values
 - 4.2.5 E-Safety
 - 4.2.6 Cyberbullying/Sexting
 - 4.2.7 Children Missing Education/Child Sexual Exploitation (CSE)
 - 4.2.8 Protecting Disabled Children
 - 4.2.9 Off-Site Educational Visits
- 4.3 A total of twenty nine completed responses were received. These responses were from eleven early years' settings, six maintained schools, ten academies/ free

school and two independent special schools. Future engagement activities and promotion of the survey will be planned to increase survey responses to ensure that information gathered is robust and reflective of practice across all Rutland providers. It is the intention that the 2018 survey will also extend to childminders.

- 4.4 The findings from the survey were separated into schools and early years' settings. Separating the responses has enabled swift identification of strengths within each sector and ensures that actions identified are relevant to the education sector.
- 4.5 Overall, the responses received are very encouraging and have highlighted the following good practice:
 - 4.5.1 Early Years' settings remain compliant in meeting the 'safeguarding and welfare' requirements of the Statutory Framework for the Early Years Foundation Stage and schools' awareness and application of safeguarding procedures are sound and improving.
 - 4.5.2 All schools and early years' settings which took part in the survey had reviewed their Child Protection /Safeguarding Policy and Procedures within the last year.
 - 4.5.3 School and early years' settings report high levels of awareness of safety for the vast majority of identified areas.
 - 4.5.4 All school and early years' settings had accessed Prevent Training and stated that they deliver promotion of British Values through the Personal, Social and Health Education (PSHE) curriculum. The Prevent duty, which became law in 2015, is a duty on all schools and registered early years providers to have regard to preventing people being drawn into terrorism, including having an awareness of the expression of extremist views.
 - 4.5.5 School and early years settings report they have procedures and policies in place which acknowledge the importance of Allegations Management and Safer Recruitment training. This aspect is not fully addressed by all early years' providers and as such Early Years' service is developing this safeguarding awareness across whole teams within settings. A training programme delivered by the National Day Nurseries Association (NDNA) is planned for the Managers' Day January 2018. A priority to continue promoting safeguarding awareness through education bulletins, senior leader or other education training events remains.
 - 4.5.6 All schools and early years' settings who took part in the survey stated their Safeguarding Policy includes reference to the needs of children with a disability.
 - 4.5.7 Designated safeguarding leads are identified across all education sectors
 - 4.5.8 E-Safety is reported to be monitored closely by Information Technology managers. Computer systems are set with appropriate filters and antivirus software. Schools deliver formal e-safety lessons, including how to respond to inappropriate content.
 - 4.5.9 Identified members of governing bodies report they have accessed Safeguard training. Joint Children's Social Care and Learning and Skills Service joint governor training sessions are well attended; the programme includes safeguarding processes and procedures as well as awareness raising.

- 4.5.10 All schools who took part in the survey stated they have an Off-Site Educational Visit Policy which is approved by the governing body.
- 4.5.11 Schools report their Personal, Social and Health Education (PSHE) curriculum covers Domestic Abuse. It is a priority action for further promotion of prevention and recognition of Domestic Abuse through bulletins, head teacher, senior leaders and other education training events.
- 4.5.12 Safeguarding training in schools for staff and governors includes content relating to the needs of children with disabilities.
- 4.6 However, the survey identified that there were inconsistencies in access of some staff or even whole education settings to training and update guidance. There is a recognised requirement for a more in-depth, cohesive development of practitioner knowledge and skills identified within the survey which includes:
 - 4.6.1 Wider access to safeguarding training for practitioners at all levels and not just leaders or managers with emphasis that safeguarding is the responsibility of all those who work with children at any level and that the knowledge and understanding of the individual contribute to the effectiveness of safeguarding in the establishment.
 - 4.6.2 Regular updates for all staff, governors and other adults in contact with children and young people regarding processes in Rutland for dealing with concerns or disclosures and for dealing with allegations against a member of staff, volunteer, manager or proprietor.
 - 4.6.3 Further training on robust systems and processes to safeguard children at all times, including the updated requirements of the safer recruitment process, particularly with childminders, and implementation of a 'lock-down' procedure to take account of times when they may need to respond quickly to concern near or around their buildings.
 - 4.6.4 More general access for all staff to training and information in relation to restraint and positive handling, promoting health and particular mental health, anti-bullying at all levels, recognising signs of domestic abuse, gangs and youth violence and gender based violence / violence against women and girls (VAWG).
 - 4.6.5 Wider access to the 2017 Leicester, Leicestershire and Rutland 'Drug Guidance' and other updated LSCB guidance and updates as they become available.
 - 4.6.6 Addressing concerns that training is not always accessed by non-teaching staff by developing more accessible training programmes and promoting the good practice of cascading of training to all members of staff to ensure both compliance and best practice.

5 SAFEGUARDING THROUGH EDUCATION - RECOMMENDATIONS AND FUTURE PLANS

- 5.1 Any areas within the Annual Safeguarding through Education Survey 2017 where responses indicated that training and guidance was not meeting need are being addressed as a matter of urgency. Although nothing that would place a child or young person at risk of significant harm was highlighted, it is essential that safeguarding continues to remain a high priority for all those who work with children and young people.
- 5.2 A more systematic approach to partnership engagement across services within the local authority is being developed to improve the coordination of safeguarding practice and to achieve a greater impact within the education sector. The key purpose will be ensuring education is an effective vehicle for promoting the safeguarding of all children and young people and therefore the focus adjusts from safeguarding in education to safeguarding through education.
- 5.3 A post is being developed within the Learning and Skills Service to act as a champion to promote a cohesive approach to safeguarding through education. This will:
 - 5.3.1 Ensure that all staff working in the education sector remain well informed regarding safeguarding.
 - 5.3.2 Provide up to date information to develop the knowledge and understanding of practitioners to ensure all children remain safe.
 - 5.3.3 Build and share current best practice with individual teams, county council departments and wider services which all individually interface with education settings and providers.
- 5.4 Plans are in place to ensure greater co-ordination of safeguarding training, development and guidance opportunities between Learning and Skills Service, Children's Social Care Service, Community Safety and Rutland Teaching Alliance. This is driven through the development of the Safeguarding through Education Strategy Group.
- 5.5 Governors, in addition to being offered bespoke training programmes, continue to be routinely invited to wider training opportunities to enable them to challenge and review the effectiveness of safeguarding processes within their own education settings. For example, governors are invited to join the Designated Teacher Training Annual Event in November 2017 which includes aspects of safeguarding for Children Looked After.
- 5.6 Childminders and out of school childcare providers will be offered tailored training and safeguarding updates so the local authority can have confidence that all children and young people are safeguarded. A programme of training is planned to be delivered by local authority staff or commissioned providers as required to ensure training is offered at times and venues that can be accessed by these childminders.
- 5.7 The promotion of attendance at training will remain a key factor and, through greater co-ordination across trainers and the LA, duplication of content across different training events can be avoided meaning that key issues are not missed. Where analysis of attendance identifies any school or setting appears not to be engaged, the leadership of the school or setting will be challenged with expectation they provide clarity over how their staff remain up to date and sufficiently confident in

safeguarding.

- 5.8 The Learning and Skills Service will distribute an amended self-review of Safeguarding through Education in the form of an audit rather than a survey so that it can more effectively contribute to the school's and setting's own self-evaluation processes. The timing of the audit has been adjusted so that it is distributed earlier in the summer term, avoiding key test and examination times, so that it is received where there is less pressure on time, particularly in schools. Through these actions we aim to increase the response level so as to provide a more comprehensive view of safeguarding through education and enable the Learning and Skills Service to proactively identify and rectify issues or concerns through a well-planned programme of support and guidance from the start of the following autumn term.
- 5.9 The distribution list for the audit will be extended to include all childminders and out-of-school clubs. We will also ask out of county providers who educate Rutland Children Looked After and children with Special Educational Needs and/ or disabilities to complete the survey to contribute to our wider understanding of provision for these children.
- 5.10 The local authority, working in partnership with Rutland Teaching School Alliance will continue to deliver a focused safeguarding activity, led through Children's' Social Care team, in the termly Local Authority and Head Teacher Partnership events. All sectors and stakeholders indicated very positive responses to the 2016-17 safeguarding events.
- 5.11 The monthly Education Bulletin which is distributed to early years' settings and schools will continue to include regular safeguarding updates and guidance as a standing item. 'Bite size' guidance materials will also continue to be included, providing latest information and updates and signposting local, regional and national initiatives or focus areas. Local authority representation at identified local, regional and national conferences, networks, strategic groups and meetings will continued to be attended to ensure Rutland County Council colleagues remain well informed and are working with their professional partners in addressing both Safeguarding and other relevant actions i.e. General Data Protection Regulation (GDPR) and its impact on the educational arena.

6 CONCLUSION

- 6.1 The 2016-17 Safeguarding through Education Survey identified that there were no significant safeguarding concerns raised regarding schools' and settings' understanding and knowledge of safeguarding. The concern is that there remains an inconsistency in the range of training being accessed by some education providers which can mean that not all staff have had access to relevant training and updates. Whilst this is a concern which we are addressing, this has not resulted in significant safeguarding concerns reported within Rutland education settings.
- 6.2 Issues identified are being addressed through a number of measures, as identified above, focused around a more cohesive approach to the planning and delivering of training opportunities to ensure that access to good quality programme of training is available to all those who work or are in regular contact with children within Rutland education settings.

- 6.3 Safeguarding of all children and young people remains key to all those who work with them, and safeguarding through an effective education programme is essential to achieving this.

Appendix A

Key Actions: Early Years 2017-18

	Action	Timeframe	Responsibility	Monitoring Activity
1	To inform individual settings where specific concerns are identified	S: September 2017 F: October 2017	Childcare and Children's Centre Officer	Early Years Advisor to contact individual settings for assurance of compliance February 2018
2	To ensure all relevant guidance is collated and re-distributed to providers with clear guidance on actions required	S: December 2017 F: January 2018	Early Education and Childcare Coordinator	Childcare and Children's Centre Officer to review at Managers' Day March 2018
3	To develop programme of training for early years settings, including childminders and 'out of school' holiday and wraparound childcare providers, to include delivery from RCC Safeguarding team within Children's Social Care, RCC Community Safety Team and RALSS to focus on areas identified through survey to include : <ul style="list-style-type: none"> • Child Sexual Exploitation • Female Genital Mutilation • E Safety • Cyberbullying • Restraint /Positive Handling • Homophobic Bullying • Domestic Abuse • Anti-Bullying • Health and Safety • Protocol for dealing with concerns/disclosure • Protocols for dealing with allegations against a member of staff, volunteer, manager and/or proprietor • Mental health • Drugs • Fabricated or induced illness • 'Lock Down' procedure • Safer recruitment training • Safer Recruitment checks • Working with other agencies e.g. Social Services, Police and Health. 	S: October 2017 F: July 2018	Childcare and Children's Centre Officer	Learning and Skills Team Manager to monitor take-up and demand for safeguard training March 2018. Learning and Skills Service to analyse 2017-18 Safeguarding Audit responses April 2018

	To ensure the safeguarding and welfare requirements of the Early Years Foundation Stage are met by the local authority providing core training. Key safeguarding issues to be shared at the Managers' Day event (February 2018).	S: January 2018 F: February 2018	Childcare and Children's Centre Officer	Early Years Advisor to analyse Managers' day evaluation forms and identify concerns March 2018
	To ensure all Early Years Networks (3 times per year) include programme of safeguarding updates with opportunities to share good practice and concerns	S: November 2017 F: June 2018	Childcare and Children's Centre Officer	Early Years Advisor to review agenda and feedback from each network meeting. December 2017, April 2018 July 2018
	To ensure all Childminders continue to fulfil their statutory safeguarding responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage through programme of training and sharing of current relevant safeguarding information(3 times per year)	S: November 2017 F: June 2018	Childcare and Children's Centre Officer REYAL – Childminding Agency	Early Years Advisor to review agenda and feedback from each childminder network meeting. December 2017, April 2018 July 2018
4	Plan 2017-18 safeguarding in education audit to reflect outcomes of 2016-17 survey, local, regional and national initiatives and concerns and updated safeguarding guidance. Ensure section appropriate specifically to childminders and out of school holiday and wraparound childcare providers in distribution; distribution from April 2018	S. February 2018 F. March 2018	Childcare and Children's Centre Officer Learning and Skills Team Manager	Head of Learning and Skills and Head of Children's Social Care through analysis of content of audit March 2018
5	Undertake stakeholder engagement activity prior to survey to ensure greater response through wider understanding of the importance and relevance of the process and outcomes to ensure the safeguarding of all children in Rutland early years settings, including childminders and out of school holiday and wraparound childcare providers	S: March 2018 F: April 2018	Early Education and Childcare Coordinator	Head of Learning and Skills to monitor volume of audit responses and identification of key priorities May 2018

Appendix B

Key Actions: Schools 2017-18

	Action	Timeframe	Responsibility	Monitoring Activity
1	To inform individual schools where specific concerns are identified.	S: September 2017 F: October 2017	Childcare and Children's Centre Officer	Education Officer Learning and Skills to contact individual schools for assurance of compliance February 2018
2	To ensure all relevant guidance is collated and re-distributed to schools with clear guidance on actions required	S: December 2017 F: January 2017	Early Education and Childcare Coordinator	Childcare and Children's Centre Officer to follow up receipt and action by schools February 2018
3	To develop programme of training to include delivery from RCC Safeguarding team within Children's Social Care, RCC Community Safety Team, RALSS, Rutland Teaching Alliance and Healthwatch for all schools to focus on areas identified through survey to include: <ul style="list-style-type: none"> • Children missing education • CSE • FGM • E Safety • Cyberbullying • Restraint /Positive Handling • Homophobic Bullying • Domestic Abuse • Drugs • Fabricated or induced illness • Protocols for dealing with concerns/disclosure • Faith Abuse • Gender based violence / violence against women and girls (VAWG) • Gangs and Youth Violence • Safer recruitment training • DBS checks • Working with other agencies e.g. Social Services, Police and Health. • Lock Down procedure 	S: October 2017 F: April 2018	Childcare and Children's Centre Officer	Learning and Skills Team Manager to monitor take-up and demand for safeguard training provided March 2018. Learning and Skills Service to analyse 2017-18 Safeguarding Audit responses April 2018 Learning and Skills Team to work in partnership with trainer

	To ensure statutory training is implemented for designated teachers and named Governors	S: October 2017 F: April 2018	Rutland County Council	Learning and Skills Team Manager through review of attendance and feedback April 2018
4	Plan 2017-18 safeguarding in education audit to reflect outcomes of 2016-17 survey, local, regional and national initiatives and concerns and updated safeguarding guidance	S: February 2018 F: March 2018	Childcare and Children's Centre Officer Learning and Skills Team Manager	Head of Learning and Skills and Head of Children's Social Care through analysis of audit March 2018
5	Undertake stakeholder engagement activity prior to survey to ensure greater response through wider understanding of the importance and relevance of the process and outcomes to ensure the safeguarding of all children in Rutland schools	S: March 2018 F: April 2018	Early Education and Childcare Coordinator	Head of Learning and Skills to monitor volume of audit responses and identification of key priorities May 2018