

SCRUTINY PANEL

19 November 2015

SAFEGUARDING IN SCHOOLS

Report of the Director for People

| | |
|--------------------------------|--|
| Strategic Aim: | Creating a brighter future for all |
| Exempt Information | No |
| Cabinet Member(s) Responsible: | Mr D Wilby, Portfolio Holder for Lifelong Learning |
| Contact Officer(s): | Mark Fowler , Head of Learning and Skills |
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| Ward Councillors | |

DECISION RECOMMENDATIONS

That the Panel:

1. Approves the report.

1 PURPOSE OF THE REPORT

This report indicates the arrangements for safeguarding in schools 2015. There is clear evidence of improvement in the safeguarding arrangements in schools over the past 12 months.

The report recommends further actions to be taken.

As recommended in the previous 2014 report, this report will go to:

- Local Safeguarding Children Board;
- Children's Trust;
- People (Children) Scrutiny Panel.

2 BACKGROUND AND MAIN CONSIDERATIONS

2.1 Legal position re: safeguarding and schools

The legal requirements are referenced above. The Education Services monitor government publications regarding safeguarding and inform schools immediately of changes to legislation, advice and guidance (see “Bulletin” under 1.3a).

2.2 How we find out about safeguarding arrangements in schools

The key means of gathering information on safeguarding arrangements in schools is by triangulation of information. By comparing the information gained from different sources, the Council is able to gain an informed view. The sources of information are:

- the annual schools’ safeguarding survey¹;
- school visits conducted by Specialist Education Officers (incl. early years) and other Council staff, e.g. SEN support staff, social workers, youth workers;
- OFSTED inspection reports;
- proxy indicators showing schools’ use of support services relating to children’s safety.

The yearly survey of safeguarding in schools is conducted via an on-line questionnaire. The questionnaire is updated each year to reflect changes in legislation. The results are analysed and returned to schools; they are also included in this report. A copy of the questionnaire is available from the Education Services.

The Council’s Specialist Education Officers also visit each school to support the school in its self-review which includes safeguarding. In most cases, this will be two visits per year to schools and an annual visit in early years. Where schools are under-performing or where they request further support, the Officers visit these schools more frequently. The reviews always take into account safeguarding issues. Visits by other Council staff are also taken into account and any safeguarding issues are addressed according to procedures within the school and the local authority.

OFSTED inspection reports are analysed as inspectors are required to report on the behaviour and safety of children in schools.

Proxy indicators may help confirm information received from other sources. Those used currently are: contacts from schools that go on to “Referral”; CAF referrals completed by schools; records of allegations against school staff; missing children numbers.

2.3 What support schools receive on safeguarding

- a. **EDUCATION SERVICES.** These services provide information, advice and, where required, training.

¹ This is a yearly self-assessment completed by schools, prepared and analysed by Rutland County Council.

Information is available on the website and is regularly updated; all schools have links to the LSCB website. Every two weeks a bulletin is sent to schools containing only important information. This is recognised by heads as a “must-read” email and is appreciated by them. This bulletin always contains a section dealing with safeguarding advice and information. (See Appendix B.)

Formal training and updates on safeguarding are provided regularly by our key development partner, the Rutland Teaching Alliance – and also other, private providers. Specific, targeted training is also provided by Education Services upon request, e.g., “Prevent” training recently held for two secondary schools. Safeguarding issues feature commonly in head teacher events as in January when an invited speaker led on e-safety.

In the early years, core training is provided for the LSCB by Rutland Adult Learning Service (RALS). 24 participants were involved in this programme this year. Additional training is occasionally provided where the need is identified, e.g., drama-based training by S Overton organisation (25 participants). Regular conferences for early years providers draw attention to emerging priorities, e.g., new regulations affecting staff - “disqualification by association”.

- b. **VIRTUAL SCHOOL AND CLA SUPPORT.** The head of the virtual school coordinates education support for children looked after (CLA) including safeguarding. The head supports and monitors CLA’s progress using tracking software (“Looked After Call”). 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 Looked After Children. The Designated Teacher and named governor training took place in November 2014 and was well attended. The annual statutory training for designated teachers and named governors has been planned for the 5th November 2015.
- c. **EARLY HELP: EARLY INTERVENTION TEAM.** The team have provided and organised workshops and theatre company presentations. These deal with themes of safeguarding and, in particular, child sexual exploitation (CSE) and internet safety. Evaluations from staff, children and young people have been very positive.
- d. **YOUTH OPTIONS/YOUTH SERVICE.** The support in this area is principally in advice to both individual young people and their school or college. The provision is targeted to: children with SEN, YOT/YISP, teen parents, potential NEETs, travellers and those out of education. The service also tracks NEETs, YOT/YISP and teen parents. The Service reports monthly.
- e. **AIMING HIGH TEAM.** The majority of support provided to schools by the Aiming High team is through the CAF process. Advice and support on safeguarding is given to schools regarding children and young people who are subject to a CAF on an ongoing basis. The team also attended the primary schools’ SENCo meetings in the summer term to update them on the Aiming High offer.
- f. **COMMUNITY SAFETY TEAM.** The team has focused its activity on preventing child sexual exploitation. This has included: information for children and drama events; e-safety sessions at all schools and the College; 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).

Further details of this provision is available in the Appendices.

2.4 The previous (2014) report and findings

The findings and recommendations of the 2014 report have been addressed (Safeguarding in Schools Report November 2014). All recommendations have been implemented.

3 SAFEGUARDING IN SCHOOLS 2014-15

3.1 The Yearly Schools' Safeguarding Survey.

The survey was conducted in similar fashion to 2014, via on-line self-accessed questionnaire. The original survey questions were reviewed and amended in the light of changed national priorities and requirements.

All 24 schools responded (includes 3 independent schools with Wilds Lodge SEN) – a substantial improvement on the 18 responses of 2014.

3.2 Main findings

Overall, responses are very encouraging and show an improvement upon last year. There are high levels of awareness or safety on some current areas of concern. For example, all schools have reviewed their policy; all staff and governors are familiar with the key national documents²; all have records of staff attendance at safeguarding training; all schools have internet filtering; all schools deliver e-safety lessons; all staff understand signs of CSE.

Comments also indicate that there is an appetite for schools to work together on safeguarding matters. This will be pursued with schools.

Significant differences between last year's and this year's responses.

| No. | Question (abbreviated) | 2014 | 2015 | Comment |
|--------|--|--------|--------|--|
| Q5 | How many trained, designated safeguarding staff members does your school have?' – "More than one". | 94.5%; | 95.4%. | All schools have at least one; 18 have two or more; 3 schools have four or more. |
| | Have you reviewed your child protection policy in the last 12 months?' | 94% | 100%. | |
| Q7 & 8 | Staff and governors familiar with 'Working Together' and | | 100% | New question in 2015. |

² 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'

| | | | | |
|----------|--|-----|----------------------------|--|
| | 'Keeping Children Safe'. | | | |
| | Keep records regarding knowledge of 'Working Together' Part 1. | | 79% | |
| Q9 | Good take-up of training opportunities in these specific safeguarding areas: | | | New question in 2015. |
| | E-safety | | 100% | |
| | Cyber-bullying | | 85% | |
| | CSE | | 75% | |
| Q10 | Availability of child protection policy to parents. | 94% | 79% | Schools will be reminded of the need to make this easily available. |
| Q13 | Teachers, Admin staff, supervisors, premises officers routinely included in safeguarding awareness training. Cleaners. Pastoral staff. | | 100% 84% 79% | An increase. |
| Q16 | Training of temporary staff. | 89% | 95% | |
| Q24 | Engaging parents around e-safety – several activities referred to – all improved. | | | All show a rise in performance. |
| Q25 | Recording cyberbullying. | 78% | 84% | |
| Q28-30 | Children entering home education (total 5) with appropriate safeguarding arrangements in place. | 50% | 100% | All children in flexi-school arrangements have appropriate safeguarding arrangements in place. |
| Q36 | Addressing sexting within e-safety lessons. | 67% | 94% | |
| Q37 | School shared concerns about children being sexually exploited with other agencies? | | | One referral only from one school during 2014-5. |
| Q38 & 39 | Safeguarding policy include reference to the needs of disabled children. | 78% | 61% | Schools will be advised to amend policy accordingly. |

| | | | | |
|-----|---|-----|-----|--|
| | Safeguarding training for staff and governors include content relating to the needs of disabled children. | 89% | 61% | Schools will be advised to amend accordingly. |
| Q40 | Offsite educational visit policy approved by governing body. | | 90% | |
| Q41 | Schools using Leics contract to authorise off-site educational visits. | 94% | 61% | Despite the lower figure in 2015, Leics service reports high levels of authorisation (see appendix D). |

3.3 Visits to Schools by Council Personnel

During the year 2014-15 no incidents were recorded of safeguarding concerns. In September 2015, two incidents were recorded concerning the safety of premises for children. At time of writing, these are being dealt with.

These incidents involved on one occasion, a child climbing over a boundary fence from a nursery. On a second occasion, an officer identified gaps and inadequacies in the boundary fence and hedges of a primary school, reporting these for immediate attention.

3.4 Evidence from OFSTED inspection reports of schools

During the period September 2014 to August 2015 five schools were inspected. All the schools were judged as “good” overall. In all five schools the behaviour and safety of children was also judged “good”.

Rutland Adult Education Service was also inspected during this period and, similarly, was judged “good”. Within the text of the report, safeguarding arrangements are described as good.³

3.5 Proxy Indicators for Safeguarding

As indicated under 1.2 above, the following proxy indicators are used: a) contacts from schools that go on to “Referral”; b) CAF referrals made by schools; c) allegations made against school-based staff; d) missing children data.

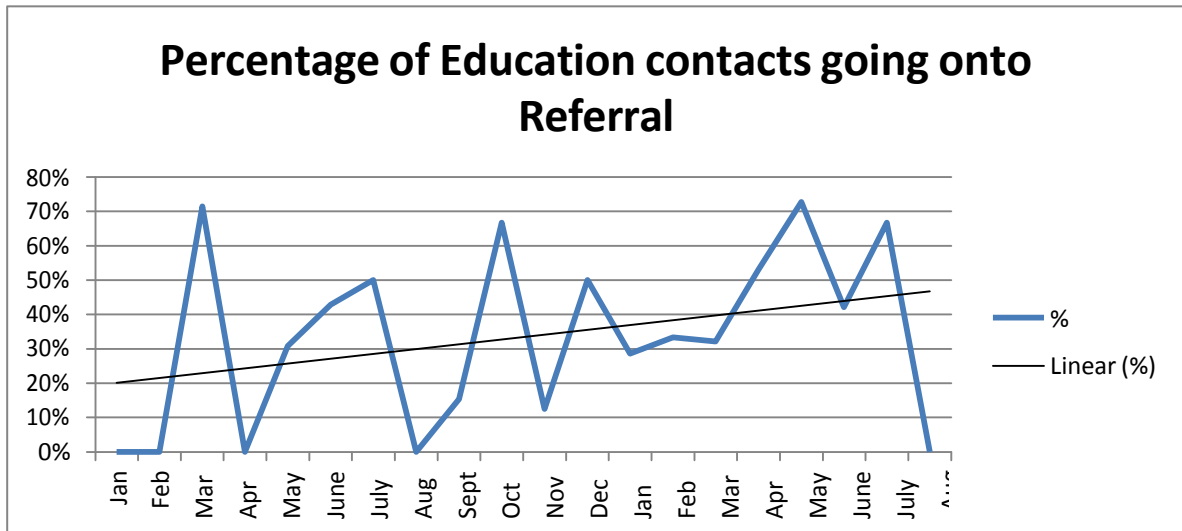
In themselves, proxy indicators cannot provide reliable evidence of appropriate use of safeguarding procedures. However, taken with the other indicators shown above, they may provide confirmatory evidence.

- a. **The number of contacts from schools that go on to “Referral”.** The number of contacts received in the social care/safeguarding team from schools may help indicate how aware schools are of safeguarding matters. Performance over the two year period to August 2015 shows the following pattern:

³ “Safeguarding arrangements are good, with procedures well linked to the local authority lead safeguarding officer. Managers have undertaken training in relation to radicalisation and are in the process of cascading the learning to all staff.” OFSTED July 2015.

Average monthly referrals 2014: 8.92

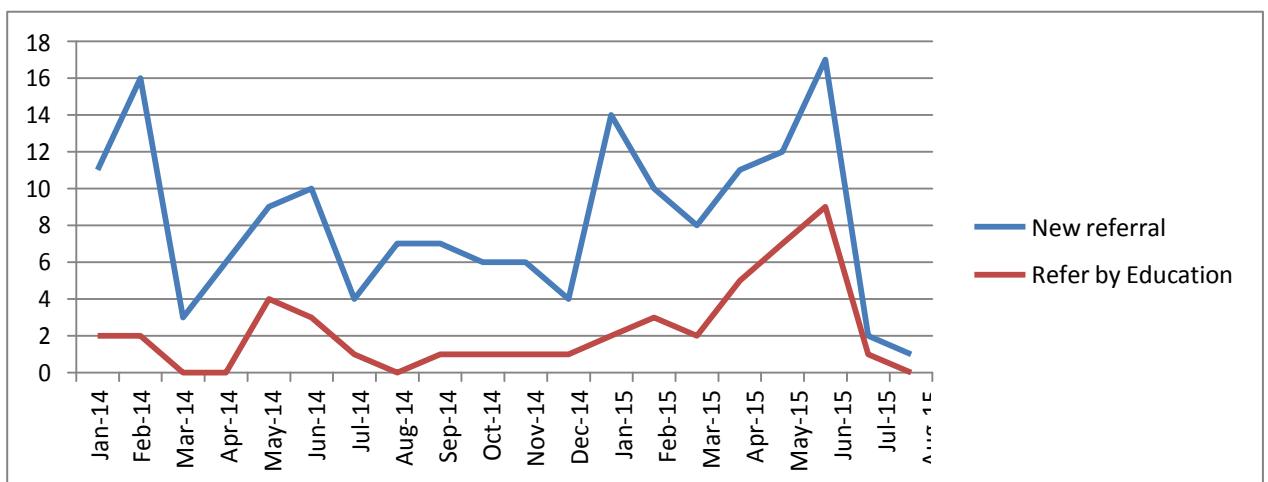
Average monthly referrals 2015: 12.25



This chart may confirm the improving pattern shown in the schools' surveys. The gentle increase shown in these figures may give further evidence of the increasing awareness amongst schools of safeguarding procedures.

- b. **CAF referrals competed by schools.** The number of CAF referrals made by schools may also help indicate how aware they are of safeguarding matters. If referrals increase, this may be interpreted as an improvement in the use of safeguarding processes⁴. Data over the two year period to August 2015 indicate an increase in the number of referrals. This has matched the increased communication with schools over safeguarding matters.

Referrals to CAF by schools



- c. **Allegations against school-based staff.** Local authorities are required to keep records of allegations made against school-based staff. The number of allegations made against school-based staff may be interpreted as evidence of

⁴ This is a possible interpretation. It may, conversely, mean simply that there has been an increase in the number of incidents.

schools' familiarisation with safeguarding procedures.⁵ For example, if the figures are very low, this might cause concern that procedures are either unknown or not used.

The figures show an increase, in common with the other proxy indicators. This may indicate that, whilst numbers remain very low, there is an increasing familiarity amongst schools with safeguarding procedures.

| Year | Total allegations | Allegation inquiries about school staff | Allegations - formal | Allegations substantiated | Allegations non-substantiated |
|---------|-------------------|---|----------------------|---------------------------|-------------------------------|
| 2013/14 | 17 | 8 | 3 | 2 | 1 |
| 2014/15 | 27 | 6 | 2 | 0 | 2 |

a. Data on missing children.

When children are reported missing by schools, the matter is immediately addressed by the school and the local authority. The data for the past year indicate that numbers of missing children referred are very low. They also reveal that no children reported as missing remain not found, i.e. “unresolved”. The data for one month alone - September 2015 – illustrate that when reported, missing children are rapidly dealt with.

| Year/month | Missing children reported | Unresolved missing children | Time from report to resolution | Outcome |
|------------|---------------------------|-----------------------------|--------------------------------|---|
| 2013-2014 | 1 | 0 | Less than 24 hours | No unresolved missing children ⁶ |
| 2014-2015 | 2 | 0 | Less than 24 hours | No unresolved missing children ⁷ |
| Sept 2015 | 1 | 0 | Less than 24 hours | No unresolved missing children ⁸ |

⁵ C.f. footnote 4.

⁶ One child “missing from education” in KS1 had moved to Devon. The child’s location was identified and the matter resolved within 24 hours.

⁷ Two incidents. One KS3 child was reported missing from education. Parents had “elected home education” for their child and moved to Northants. Traced within 24 hours. A further child was reported missing – traced to Burnley within 24 hours.

⁸ One child in KS3 traced within 24 hours, now educated in Liverpool.

Taken together, these proxy indicators may provide some confirmatory evidence of the findings of the schools' survey. I.e. schools' awareness and application of safeguarding procedures are sound and improving.

4 FUTURE PLANS

Many of the activities described in the report will continue in the year ahead. With the strengthening of support and the development of "early help", further actions are planned. These include:

- a. the launch of the Early Help Strategy;
- b. one day's training on early help covering; pathway to early help and safeguarding services; an assessment process to replace the CAF;
- c. an integrated pack for governors to help them evaluate safeguarding;
- d. a protocol for collaboration, reporting and quality assurance with the Rutland Teaching Alliance (RTA) and other teaching alliances;
- e. "Prevent" training for all schools in partnership with the RTA.
- f. A further, yearly conference on safeguarding for all head teachers and governors⁹ - a collaborative venture between all partners in safeguarding.

Further actions are identified in the conclusions and recommendations in section 4.

5 CONCLUSIONS AND REASONS FOR THE RECOMMENDATIONS

5.1 The key conclusions

Safeguarding procedures within schools appear to be sound and improving and the LA's knowledge of these arrangements is improving.

5.2 The key recommendations

a. Investigate anomalies.

In particular we should address:

- i. why does safeguarding policy appear to be less easily available to parents this year?
- ii. . advising all schools that the needs of disabled children should be included in safeguarding policy.

⁹ Schools in Rutland obtain their governor services from a range of providers and, as such, are responsible for ensuring their governors are appropriately trained. Rutland Council also offers training, such as a yearly conference on safeguarding for head teachers and governors. It should be noted that most schools are academies.

b. Establish benchmarks of safeguarding. The overall pattern of safeguarding provision is good. However, the findings will be compared with statistical neighbours to identify benchmarks where possible.

c. Establish QA procedures with core partners. The core training for safeguarding in schools is carried out by the Rutland Teaching Alliance (RTA). The County should formalise reporting of the RTA on safeguarding and establish quality assurance procedures. Similar arrangements should be considered for other providers.

6 BACKGROUND PAPERS

6.1 There are no additional background papers to the report'

7 APPENDICES

There are 3 appendices.

Appendix A. GLOSSARY

CAF – common assessment framework

CCR - Casterton College, Rutland

CLA – children looked after

CSE – child sexual exploitation

FGM – female genital mutilation

LSCB – local safeguarding children’s board

NEET – not in education, employment or training

OFSTED – office for standards in education

PREVENT¹⁰ - counter-terrorism activity for young people

PSHE – personal, social and health education

RALS – Rutland adult learning and skills

RE – religious education

RTA – Rutland Teaching Alliance

SEN – special educational needs

SENCo – special educational needs coordinator

SMSC – spiritual, moral, social and cultural (development)

YOT – youth offending team

YISP – youth inclusion support panel

¹⁰ Prevent From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard¹³ to the need to prevent people from being drawn into terrorism”¹⁴. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

Appendix B. IMPORTANT BULLETINS FOR SCHOOLS

7.1.1 Bulletins – a new means to communicate with schools

In June 2014 the Education Services created a new means by which to communicate important notices and information to head teachers. This two-weekly email “bulletin” includes only material that must be read. If there is nothing very important to convey then this is stated in the email. It provides a reliable means to get information across about, e.g., safeguarding matters.

7.1.2 Safeguarding information included in bulletins

- a. 18 June** included references to ‘Keeping Children Safe’ and ‘Working Together’.
- b. 2 July** promoted ‘Chelsea’s Choice’, a play about child exploitation and provided links to FGM leaflet from LSCB.
- c. 16 July** included a reminder from Head of Children’s Social Care re PREVENT and summer holidays children’s destinations.
- d. 8 September** gave news of new Head of Virtual School, CSE training for governors and the new ParentInfo site on internet safety.
- e. 25 September** trailed a package of safeguarding materials, including the safeguarding survey results, an audit tool for governors, LSCB contact information and the flowchart for referrals.

Appendix C. DETAIL OF ACTIVITY UNDERTAKEN 2014-5

7.1.3 Further details of school age activity in safeguarding

a. Example of “Prevent” training. A Specialist Education Officer of the Council led a training session on Prevent at the request of Casterton College, Rutland (CCR). The College reviewed its safeguarding policy in the light of this. A small team of staff are working on this agenda to consider its impact on teaching, learning and the curriculum. The working group with responsibilities for PSHE, SMSC, Safeguarding and RE are developing teaching resources and a website.

A second school, Uppingham Community College¹¹, applied for some of their staff to attend the training, too. These staff are now working with CCR staff to develop their own resources and website.

b. Early Intervention Team Activity. All three secondary schools have taken part in the ‘Protecting Your Image’ workshops. 340 participants took part in 2013-14 and 222 in 14-15. Evaluations from young people and teaching staff have very positive.

In 2014-15 the Early Intervention Team and the Community Safety team commissioned the theatre company ‘Loudmouth’ to deliver ‘Working for Marcus’. This production explores Child Sexual Exploitation (CSE) and is offered to all secondary schools. A total of 465 students participated in the programme

The annual schools’ offer was recently distributed for 2015-16; schools may book any of these workshops for a chosen year group. Additionally, schools may book the production ‘Chelsea’s Choice’. This is an innovative Applied Theatre production that has proved highly effective in raising awareness of Child Sexual Exploitation. It also deals with the issue of internet safety.

c. Community Safety Team Activity. The team has focused its activity on child sexual exploitation.

| Lead Service | Link to LLLR Safeguarding Board CSE Action Plan | What we did | When |
|------------------|--|---|--------------------|
| Community Safety | 1.13 provide young people with information about how to keep safe, including preventative education re online and offline grooming and exploitation. | <p>CSE Project: Dedicated e-safety training for young people.</p> <ul style="list-style-type: none"> • 10 E- safety sessions covering 217 secondary schools pupils. • E-safety and CSE advice and information stand at ‘Healthy Minds, Healthy Bodies Events’ in all 3 secondary schools and Rutland College. | Dec 2013- Feb 2014 |

¹¹ This is the second of the three secondary schools (all academies).

| | | | |
|-------------------------|--|---|---|
| | | <ul style="list-style-type: none"> • 1500 leaflets distributed to young people as part of the 'Spot the Signs' campaign. <p>Targeted support for victims and potential vulnerable young people:</p> <ul style="list-style-type: none"> • Love for Life, an intensive support programme of 6 sessions over six weeks, was delivered to 5 young people involved in, or at risk of CSE. • A three hour session was delivered to an additional 3 young people at risk of CSE. <p>Funded performances of Loudmouth production 'Waiting for Marcus', a CSE themed drama in 3 secondary schools. Pre and post performance resources are also provided for schools. Collaborative work with Youth Service.</p> | <p>Spring 2014</p> <p>March 2015</p> |
| Community Safety | 1.9 Raise awareness across the workforce. | <p>E-safety-staff training event for 28 RCC and local agency staff.</p> <p>A sharing good practice event for professionals on 'Cyberbullying, Sexting and Pornography – What Can We Do?'</p> <p>The event was attended by 30 professionals and the programme focussed on:</p> <ul style="list-style-type: none"> • What policies do schools and services need to address CSE? • When should identified issues be regarded as safeguarding issues? • What resources and materials do we have? <p>2 RCC staff were funded to train as CEOP Ambassadors.</p> | <p>Jan 2014</p> <p>Feb 2014</p> <p>Oct 2014</p> |
| Community Safety | 1.14 Provide parents, carers and wider community with information about CSE, trafficking and missing children. | <p>A session for parents and carers– 'Keeping Your Family Safe on Line' attended by 30 parents and carers.</p> <p>Publicity and awareness raising:</p> <ul style="list-style-type: none"> • 1500 leaflets distributed to parents , carers as part of the 'Spot the Signs' campaign. • Posters distributed to all schools and key community locations as part of the 'Spot the Signs' campaign. • Events and key messages publicised through RCC, Safer Rutland Partnership and Leicestershire Police websites and twitter accounts. • Rutland radio used to publicise | <p>Feb. 2014</p> <p>Jan-March 2014</p> |

| | | | |
|-------------------------|--|---|--|
| | | parents event and put out key messages. | |
| Community Safety | <p>1.3 Ensure effective strategic and operational arrangements between work to tackle CSE and licensing.</p> <p>3.2 Raise awareness with businesses, licensed premises, hoteliers and leisure industry as a whole.</p> | <p>Taxi drivers:</p> <ul style="list-style-type: none"> • Spot the signs leaflet sent with letter and to all licensed taxi drivers (23). • Follow up telephone calls to all. • Discussions with RCC and Peterborough licensing re potential for mandatory safeguarding and CSE training for taxi drivers. <p>Licensees:</p> <ul style="list-style-type: none"> • Spot the Signs leaflets sent all pub, hotel and licensed restaurant licensees with letter. • CSE training session held for licensees attending the Licensee Forum (15). | <p>Jan .2015</p> <p>July 2015</p> <p>Jan 2015</p> <p>July 2015</p> |
| Social Care | 1.9 Raise awareness across the workforce. | Rutland CSE Summit. Aims were to raise awareness, identify current work and gaps. | Oct. 2015 |

Appendix D. Leics Offsite Visits Contract Period: April 2014 – September 2015

Authorisations for offsite visits:

- 13 Schools / academies
- 60 ventures authorised

Schools which have used the service:

- St Mary & St John North Luffenham
- Whissendine PS
- Ketton PS
- Exton PS
- Oakham CEPS
- Cottesmore PS
- Catmose College
- Catmose PS
- Langham PS
- English Martyrs PS
- Leighfield Academy
- Rutland Youth Service
- Uppingham CC
- Rutland Primary Schools (visit to Twickenham with various schools for the tag rugby tournament)

Attendance by Rutland school staff on training courses;

- Education Visits Coordinator Training: 4 teachers
- Visit Leader Training: 4 teachers
- Home Based Contact Training: 5 teachers

Safeguarding in schools report for SCRUTINY v3 041115

A Large Print or Braille Version of this Report is available upon request –