

SCRUTINY PANEL

Date: 17 November 2016

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	Telephone 01572 758460 email: mfowler@rutland.gov.uk
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 2016. 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 2015 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 Learning and Skills Services monitor government publications regarding safeguarding and inform schools immediately of changes to legislation, advice and guidance.

2.2 How we find out about safeguarding arrangements in schools

The key means of gathering information on safeguarding arrangements in schools is by the yearly survey of schools. This is an online questionnaire which is completed by schools themselves. We then triangulate this 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, early help, 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"; records of allegations against school staff; missing children numbers.

2.3 The support schools receive on safeguarding

- a. **LEARNING AND SKILLS 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. Safeguarding issues feature commonly in head teacher events and a conference was held on this for all schools, including independents, in March 2016.

In the early years, core training is provided for the LSCB by Rutland Adult Learning Service (RALS). Regular conferences for early years providers draw attention to emerging priorities, e.g., new regulations affecting staff - “disqualification by association”. The Early Years Team, supported by partners in Adult Learning, delivered ‘prevent’ training at the annual managers’ training day and continue to deliver Safeguarding training as part of the core training package. An additional safeguarding training session will be offered this year for those with designated responsibility for this area.

- 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, also using tracking software. 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 annual statutory training for designated teachers and named governors 2015-16 took place 5 November 2015. The Rutland Teaching Alliance (RTA) has been commissioned to deliver this training - which always includes safeguarding of LAC - for 2016-17. The training will take place Nov 15 2016.

RTA was also commissioned to deliver training to foster carers 19 September 2016. The session ensured carers could access all school services, gave practical advice on supporting their child’s learning and monitoring their progress. Information was given on recent changes in education and assessment. Excellent feedback was received from those who attended.

The Head of the Virtual School has made quality assurance visits to schools where targets in personal education plans (PEP), the school’s use of Pupil Premium Plus or pupil progress are an issue of concern. This has had good impact (for example; sharper target setting, improved support for looked after pupils).

- c. **EARLY HELP: EARLY INTERVENTION TEAM.** In December 2015 the Early Help Service introduced the Early Help Assessment (EHA) process which replaced the Common Assessment Framework (CAF). As part of embedding the new Early Help delivery model in Rutland the service provided a calendar of support days to schools in which Early Help Co-ordinators attend a school and

provide a range of support and advice. This related to early help services, including understanding safeguarding thresholds and referral pathways.

The schools have been extremely positive about the support on offer and dates have been booked up quickly. School 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 schools feeling more confident about what they can do to support children and about early help services which are available more generally.

Early Help Coordinators are now 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.

- d. **Youth Education & Careers 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: young people with SEN, YOT/YISP, teenage parents, potential NEETs, Children and young people looked after and those out of education. The service also undertakes the statutory tracking responsibility for the Local Authority. The Service reports monthly.
- e. **Aiming High Team.** The majority of support provided to schools by the Aiming High team is through the EHA process. Advice and support on safeguarding are given to schools regarding children and young people who are subject to an EHA on an ongoing basis. The Aiming High Team ensure that all SENCOs receive information regarding the targeted activities and support for children and young people with SEND and their families.
- f. **Young Carers.** Issues facing young carers were highlighted at the head teachers' safeguarding conference in March 2016. This was followed up by a request for each school to nominate a Young Carers Champion; these were then invited to a training session looking at how to identify and support young carers. Six schools attended.
- g. **Community Safety Team.** The team has continued its focus 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 are available in the Appendices.

2.4 The previous (2015) report and findings

The findings and recommendations of the 2015 report have been addressed (Safeguarding in Schools Report November 2015).

- A small number of anomalies appeared in the survey last year; these have been addressed. They have not surfaced again this year.

- It has not been possible to benchmark safeguarding provision during the year. This will be recommended for year 2016-17;
- A protocol for the relationship with RTA was prepared and presented to the RTA panel. The LA is awaiting final confirmation this has been approved.

3 SAFEGUARDING IN SCHOOLS 2015-16

3.1 The Yearly Schools' Safeguarding Survey.

The survey was conducted in similar fashion to 2014 and 2015, via on-line self-accessed questionnaire. The survey questions were reviewed and amended in the light of changed national priorities and requirements.

The 2016 survey received 31 responses compared to 24 in 2015 and 18 responses in 2014. The increase is due to the wider trawl. The LA asked all schools in Rutland and special/other schools outside the County that take Rutland resident children to complete the survey. (This is the same survey footprint as for Prevent training earlier in 2016). The change in composition of the respondents is likely to have influenced results.

3.2 Main findings

Overall, responses are very encouraging and show an improvement upon last year. There are high levels of awareness on some current areas of concern. For example: "prevent" training; FGM; 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.

Table One: Significant differences between last year's and this year's responses.

No.	Question (abbreviated)	2015	2016	Comment
Q5	How many trained, designated safeguarding staff members does your school have? – "More than one".	95.4%.	93.5%;	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?'	100%.	100%	
Q7 & 8	Staff and governors familiar with 'Working Together' and 'Keeping Children Safe'.	100%	100%	New question in 2015.
	Keep records regarding knowledge of 'Working Together' Part 1.	79%	100%	A significant improvement in record-keeping

No.	Question (abbreviated)	2015	2016	Comment
Q9	Good take-up of training opportunities in these specific safeguarding areas below:			New question in 2015.
	Prevent Training	53%	97%	Significant increase in training.
	FGM	47%	72%	As above.
	E-safety	100%	69%	Large decline caused by training in other areas?
	Cyber-bullying	85%	34%	As above.
	CSE	75%	66%	Small decline
	NEW CATEGORY 2016: mental health	n/a	41%	
	NEW CATEGORY 2016: paediatric first aid	n/a	48%	
	NEW CATEGORY 2016: restraint/handling	n/a	21%	
	NEW CATEGORY 2016 :homophobic bullying	n/a	21%	
	NEW CATEGORY 2016: domestic abuse	n/a	28%	
Q10	Availability of child protection policy to parents.	79%	83%	Remind schools to make this available.
Q13	Teachers, Admin staff, supervisors, premises officers routinely included in safeguarding awareness training.	100%	100%	An increase.
	Cleaners.	84%	69%	
	Pastoral staff.	79%	69%	Need to investigate.
	NEW CATEGORY 2016: Volunteers	n/a	55%	
	NEW CATEGORY 2016: Students	n/a	69%	
	NEW CATEGORY 2016: Trainees	n/a	62%	
Q14	Safeguarding awareness training for governors	79%	97%	
Q15	Sufficient nos of staff trained in "safer	94%	100%	

No.	Question (abbreviated)	2015	2016	Comment
	recruitment”			
Q16	Induction training of temporary staff.	95%	83%	Need reminder.
Q24	Engaging parents around e-safety – several activities referred to – all improved.			Performance maintained as in 2015
	NEW CATEGORY 2016: provided information to parents on e-safety out of school	N/A	38%	
Q25 /26	Recording cyberbullying.	84%	83%	AS 2015.
Q38 & 39	Safeguarding policy include reference to the needs of disabled children.	61%	86%	A large rise following the reminder.
	Safeguarding training for staff and governors relating to the needs of disabled children.	61%	86%	
Q40	Offsite educational visit policy approved by governing body.	89%	100%	

3.3 Visits to Schools by Council Personnel

During the year 2015-2016 no incidents were recorded of safeguarding concerns during visits made to primary schools.

3.4 Evidence from OFSTED inspection reports of schools

During the period September 2015 to August 2016 no schools were inspected. As reported last year, during the previous 12 months behaviour and safety of children in the five schools that were inspected were judged as “good”.

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) allegations made against school-based staff;
- c) 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 three year period to September 2016 shows the following pattern:

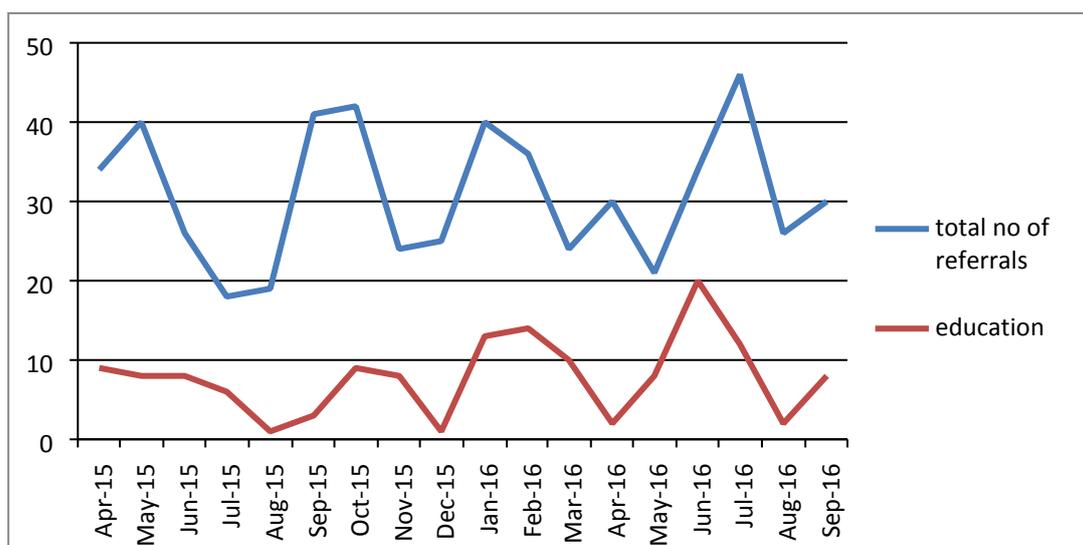
Average monthly referrals

2014: 8.9

2015: 12.2

2016: 8.9

Chart one: contacts that go on to “referral”



The figures are, of course, open to interpretation. The gentle increase shown in the figures for 2015 may give further evidence of the increasing awareness amongst schools of safeguarding procedures following action by the Council. The lower figures for 2016 may result from the action taken by Early Help which reduced the need for referral.

- b. **Allegations against school-based staff.** (See Table Two, below.)

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 schools’ familiarisation with safeguarding procedures.² For example, if the figures are very low, this might cause concern that procedures are either unknown or not used.

Table Two: Allegations against school-based staff

Year	Total allegations	Inquiries about school staff	Allegations – formal	Allegations substantiated	Allegations non-substantiated
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² C.f. footnote 4.

2013/14	17	8	3	2	1
2014/15	27	6	2	0	2
2015/16	11	2	2	1	3

The figures for 2014/15 showed 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. Figures for 2015/16, however, show a substantial reduction.

c. Data on missing children. (See Table Three below.)

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”.

Table Three: Missing Children Identified and Outcome

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 ³
2014-2015	2	0	Less than 24 hours	No unresolved missing children ⁴
2015-2016	8	0	Less than 24 hours	No unresolved missing children

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 PLANNED ACTION ON SAFEGUARDING

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. a programme of training on early help (already on offer to schools);

³ One child “missing from education” in KS1 had moved to Devon. The child’s location was identified and the matter resolved within 24 hours.

⁴ 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.

- b. an integrated pack for governors to evaluate safeguarding which was circulated last year will be redistributed this year;
- c. finalising a protocol for collaboration, reporting and quality assurance with the Rutland Teaching Alliance (RTA) and other teaching alliances;
- d. safeguarding training for all schools in partnership with the RTA.
- e. a further, yearly conference on safeguarding for all head teachers and governors⁵ - a collaborative venture between all partners in safeguarding.

Further actions are identified in the conclusions and recommendations in section 5.

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

- Provide the programme of safeguarding development activity as planned.
- Consider whether other means are available to triangulate schools' self-assessment of safeguarding procedures.
- Consider how to gauge /demonstrate the impact of training on frontline practice.
- Consider how to gain children's views on their safety.

6 BACKGROUND PAPERS

6.1 There are no additional background papers to the report.

7 APPENDICES

There are 3 appendices.

⁵ 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.

Appendix A. GLOSSARY

CAF – common assessment framework

CCR - Casterton College, Rutland

CLA – children looked after

CSE – child sexual exploitation

EHA – early health assessment

FGM – female genital mutilation

LSCB – local safeguarding children’s board

NEET – an individual not in education, employment or training

OFSTED – office for standards in education

PEP – personal education plan

PREVENT⁶ - 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

⁶ 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

Autumn 2015

8th September – CSE – Training for governors; Internet Safety - ParentInfo

25th September – Safeguarding Survey update and reminder of links to LRSB

5th November – FGM update

26th November – Prevent Agenda update

10th December – Reminder over first point of contact in Rutland for any safeguarding matters

Spring 2016

14th January – Disclosures made at school; Safer Internet Day; Theatre production CSE & Domestic violence

11th February – Reminder of safeguarding conference in Rutland (3rd March)

17th March – Summary of Key points from the Rutland Safeguarding Conference

Summer 2016

12th May – Request for completion of survey regarding Prevent training attended; Link to DfE publication ‘Keeping Children Safe in Education’

16th June – Message from LSCB regarding FGM

14th July - Internet safety training

Appendix C. DETAIL OF ACTIVITY UNDERTAKEN 2015-16

7.1.3 Further details of school age activity in safeguarding

a. Example of “Prevent” training. Both a Specialist Education Officer of the Council and staff of the Rutland Teaching Alliance led training sessions on Prevent as part of a planned programme of training and one-off events.

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.

The Safer Rutland Partnership will be incorporating CSE-related issues as part of its new strategic strategy to cover the 2017 – 2020 period, which will be linked to the OPCC police and crime plan.

In 2016-17 the Community Safety team and Leicestershire Police commissioned the theatre company ‘Alter Ego to deliver ‘Chelsea’s Choice’. This production explores Child Sexual Exploitation (CSE) and positive relationships and is offered to all secondary schools. All three secondary schools have a planned input on 10 November 2016. Uppingham School also received this input during the summer term of 2016 to a number of their year 11, 12 and 13 students. 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. In addition, targeted group work has commenced for those identified by schools/social care as being particularly at risk to CSE. Regarding 1:1 CSE prevention mentoring, the number of referrals from schools to support CSE/Internet Safety concerns has increased.

Other activities include:

- attendance at the multi-agency CSE hub meetings to discuss specific Rutland cases;
- introducing CSE Champions across social care and the Early Intervention Team. Training for this is continuing;
- Digital Parenting Facilitator training is being offered to all schools in conjunction with Community Safety and Voluntary Action Rutland.

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 training sessions have been held in most schools, certainly the Catmose College by the town DNO 1312. Chelsea's choice theatre will be delivered to all three secondary schools on awareness on relationships. <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. Working with the LLR members to support the 13 projects funded by the OPCC which includes and LLR triage car to target locations, perpetrators and potential victims 	<p>Autumn 2016</p> <p>November 2016 2014</p> <p>Spring 2017</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>Training has been delivered regarding Digital Parenting to 23 community persons from a cross section of MOD, Schools (both primary and secondary) and RCC staff</p>	<p>Jan 2014</p> <p>Feb 2014</p> <p>Oct 2014</p> <p>October 2016</p>

Lead Service	Link to LLLR Safeguarding Board CSE Action Plan	What we did	When
Community Safety	1.14 Provide parents, carers and wider community with information about CSE, trafficking and missing children.	A session for parents and carers– ‘Keeping Your Family Safe on Line’ attended by 30 parents and carers. Publicity and awareness raising: <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 parents event and put out key messages. • - the above is still ongoing on a yearly basis 	Feb. 2014 Jan-March 2014
Community Safety	1.3 Ensure effective strategic and operational arrangements between work to tackle CSE and licensing. 3.2 Raise awareness with businesses, licensed premises, hoteliers and leisure industry as a whole.	Taxi drivers: <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 Licensees: <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). 	Jan 2015 July 2015 Jan 2015 July 2015
Social Care	1.9 Raise awareness across the workforce.	Rutland CSE Summit. Aims were to raise awareness, identify current work and gaps.	Oct 2015

d. Other activity

Kayleigh’s Love Story

This is a film created by Leics Police Service and tells the true story of the on-line grooming of a child ending in her murder.

A public screening event of Kayleigh's Love Story took place 8 October at the Council Chambers at various times. These screenings were ahead of the roll out of the film in schools in Leicester, Leicestershire and in Rutland to children aged 11 and above. It provided an opportunity for parents to view the film before it is shown to their children and was supported by specialist police staff and RCC who were able to respond to any queries/concerns.

Nearly all Rutland schools have now booked their screenings for the pupils and all will be providing opportunity for parents to view prior to the roll out to pupils. The next parent screening will be at UCC 31 Oct.

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