

### **Annual Safeguarding Report to governing bodies/management committees/proprietors**

*Governing bodies and proprietors (in Part two, unless otherwise stated, this includes management committees) must ensure that they comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training in their settings or colleges are effective and comply with the law at all times  
(Keeping Children Safe in Education, 2016)*

This document serves three purposes:

1. For senior managers and Designated Safeguarding Leads: to provide a report to governing bodies and management committees on safeguarding practice within their setting to monitor compliance with statutory requirements such as Keeping Children Safe in Education (2016) and to identify areas for improvement.
2. For schools and colleges: to enable the Governing Body to assure itself that the setting/college is discharging its safeguarding responsibilities effectively whilst providing corroborative evidence for Ofsted when safeguarding practice is being assessed under section 5 and section 8 of the Education Act, 2005,
3. For governing bodies/management committees/proprietors: to report on their section 11 safeguarding audit to Islington Safeguarding Children Board. The Section 11 audit complements the duty placed by section 175 of the Education Act 2002 on local education authorities and the governing bodies of both settings and further education institutions to make arrangements to carry out their functions with a view to safeguarding and promoting the welfare of children,

## Annual Safeguarding Report

2016/2017

<b>Name of Early Years Setting/School / College</b>	[The Courtyard ]
<b>Designated Safeguarding Lead</b>	[Deborah Shepherd ]
<b>Designated Safeguarding Governor</b>	[Jo Honigmann ]
<b>Head Teacher/Manager/ Principal</b>	[Headteacher ]
<b>Report Author</b>	[Deborah Shepherd ]
<b>Date:</b>	[24.1.18 ]

**1. Overall statement on the quality of safeguarding over the last 12 months, based on the findings of the Section 11 safeguarding audit and Ofsted descriptors for inspecting safeguarding.**

The quality of safeguarding over the last 12 months has been outstanding. It has met all of the Ofsted descriptors for inspecting safeguarding (as validated in a recent Ofsted school inspection – May 2017). The Safeguarding audit highlights the high levels of safeguarding within the Courtyard. The actions for the forthcoming year are merely ways in which the school’s practice could be honed further. There have been zero incidents in the last 12 months which have resulted in changes to policies and procedures. Policies and procedures are reviewed annually in line with statutory guidance. An emerging trend within the school is the pupils’ misuse of social media, using it as a forum to communicate to each other in aggressive or challenging ways which they would not do in person. This has highlighted further the pupils’ developmental competencies and their vulnerability. Our priority for this academic year is working with pupils, parents, staff and external services to support pupils to become more aware of the risks of misuse of social media and the impact it could have. ]

**2. Management of safeguarding (standard 1)**

The Courtyard leadership team and Governing Body attend annual Safeguarding training and/or updates provided by the Islington Safeguarding Children Board (ISCB) or London Diocese Board for Schools (LDBS). The Courtyard leadership team and Governing Body act upon the requirements of the current statutory guidance, taking into consideration any updated recommendations. The Chair of Governors, Simon Grigg, is the named governor for CP and LADO matters related to the Headteacher. The Headteacher publishes an annual Safeguarding report to governors, reporting on the effectiveness of safeguarding procedures within the setting. The management team of the Courtyard have all attended Level 5 Safeguarding training, ensuring that they have a good understanding of safeguarding. The Headteacher is also the DSL, ensuring that the appropriate amount of time and resources are allocated to fulfilling the role to maximum effectiveness. The lead governor for Child Protection and Safeguarding works with the DSL throughout the year to ensure that effective safeguarding is in place at the school and that actions are carried out to improve things further, reacting to updated legislation.

See Appendix A for Policy review information.

**3. Statement of agency responsibility (standard 2):**

The Courtyard updates its Child Protection and Safeguarding Policy annually, or more regularly if new legislation is produced. The Policy is written for senior leadership and shared with governors for approval. It is then disseminated to staff and published on the school website. Staff are provided with hard copies of Chapter 1 of Working Together to keep Children Safe in Education and Part 1 of KCSiE. Copies of policies are given to staff as part of the School Staff Handbook. Staff are also provided with the slides from the Safeguarding INSET which details the role of the DSL. This information is also displayed around the school for both staff and pupils. The procedures for complaints is in place and effective. The procedures are available to all stakeholders of the Courtyard community. Policies are reviewed by external agencies to ensure they are effective and have a positive impact on outcomes for children. ]

**Table 1: Complaints**

Category	Number	Outcome
Number of complaints by children and parents reported directly to the setting.	0 ]	[ ]
Number of complaints by children and parents reported to Ofsted	0 ]	[ ]
Number of times the ISCB Escalation procedure was used.	0 ]	[ ]

**4. Accountability for safeguarding and promoting the welfare of children (standard 3)**

The Courtyard Headteacher is the named Designated Safeguarding Lead for the school. The Deputy: Behaviour & Safety is the Deputy DSL. Either or both are on site at all times for staff, pupils and parents to discuss any safeguarding concerns they may have. The Headteacher is also the Designated Teacher for Looked After Children. The Safeguarding Policy documents the clear lines of accountability throughout the organisation to the DSL. A welcome pack informs visitors and external professionals of the safeguarding procedures in the school. Written into all staff job descriptions are the expectations with regards to safeguarding. DSL and Lead Governor for Safeguarding meet termly to effectively supervise and monitor safeguarding procedures and pupil cases. Staff behaviour policy is part of the staff handbook and is reviewed annually by SLT and governors.

**5. Service development takes the need to safeguard and promote welfare of children and is informed by the views of children and families, as appropriate (standard 4)**

The Courtyard curriculum model is designed to prepare the pupils for a safe and successful adulthood. This therefore entails much focus around reducing their vulnerability in society, ensuring they are keeping themselves safe, and being aware of ways to remove themselves from danger. This includes a significant focus on e-safety and use of social media. The pupils and parents complete a questionnaire annually to feedback regarding issues around keeping safe, in school, outside in the wider community and online. The school displays information throughout the school, informing pupils of who they can talk to should they be worried or have concerns. The assembly timetable regularly covers personal safety and includes roleplay to support our visual/kinesthetic learners. Pupils can communicate verbally, through written work via emails or via pictures with a range of staff in a range of circumstances: key worker sessions, 1:1 with DSL/Deputy DSL, S&L therapist, CAMHS clinician, counsellor, visiting Reverend. Parents can also engage with the range of professionals. The School Council meets fortnightly to discuss successes and current issues within the school. The pupil body feed their thoughts into the school council who then present to SLT. Pupils have had involvement in the design of proformas/templates which are used to discuss safeguarding concerns. Parents have also been notified of these and informed that feedback is most welcome. ]

**6. Effectiveness of safeguarding training (standard 5):**

The Courtyard has a CPD register which documents Safeguarding & CP training and highlights when training needs to be updated. All staff complete Level 2 Safeguarding & CP training each year, delivered by external professionals. Staff sign a register to confirm attendance. New staff complete NSPCC safeguarding and child protection training within two weeks of joining the school. The SLT of the school are all members of the LA/ISCB mailing list and receive weekly safeguarding and child protection updates. The DSL then disseminates relevant information to the rest of the staff body as appropriate. The school receives feedback from pupils and parents via the questionnaires on the way in which child protection and safeguarding concerns are managed. All staff also complete Prevent and FGM training. Certificates are kept on record.

**Table 3: Training completed**

Name of Governor/Staff Member/Volunteer	Training Course Attended	Date
Safeguarding Governor – Jo Honigmann	ISCB Safeguarding and Child Protection Refresher/Update	March 2017 Due – March 2018
DSL – Deborah Shepherd	ISCB Safeguarding and Child Protection Refresher/Update ISCB Designated Safeguarding Lead - Role and Responsibilities	March 2017  March 2018
DSL – Louise Norman	ISCB Safeguarding and Child Protection Refresher/Update	January 2017 March 2018
Deputy: Teaching & Learning – Katherine Healy	ISCB Safeguarding and Child Protection Refresher/Update	Nov 2016  Feb 2018
Whole staff training	Level 2 Child Protection & Safeguarding	Oct 2016 Oct 2017

#### 7. Safer recruitment, vetting procedures and managing allegations about staff and volunteers (do not provide staff/volunteer names or details) (Standard 6)

The Safer Recruitment policy is in place. The Headteacher has completed Safer Recruitment training and is present on all interview panels. All pre-appointment checks are carried out in accordance with statutory guidance. Information, certificate numbers, etc are held on the Single Central Register which is checked termly by the Headteacher and the Lead Governor for CP & Safeguarding. The Courtyard has procedures in place to manage allegations against all staff, volunteers and external professionals. The DSL manages allegations and is aware of the procedures for communicating with the LADO in the LA. The Chair of Governors manages allegations against the Headteacher/DSL. The Whistleblowing Policy is reviewed annually.

**Table 4: Allegations against staff/volunteers**

Category	Number	Outcome
Allegations against staff or volunteers not reported to the LADO as threshold not met	0	
Allegations against staff or volunteers reported to the LADO	0	

## **8. The effectiveness of inter-agency working (standard 7)**

London Child Protection Procedures are followed consistently and the Courtyard participates and contributes to S47 investigations and CP plans, CiN and Early Help Assessments and plans as necessary. The Courtyard believes strongly in the multi-agency approach and participates fully in meetings. The Courtyard often arranges TAC/TAF meetings to best benefit the young person. The DSL holds a CP/CiN/EH file and all records are maintained in line with the Courtyard Safeguarding Policy and local and statutory guidance. Assessment outcomes are noted and monitored effectively to recognise any improvement in all levels of intervention. Follow up meetings with children and their families are always arranged for their best interests, to inform them and ensure the maximum effectiveness of inter-agency working.

In the last 12 months the school has been involved in 3 CP conferences and 3 core groups. The DSL has attended them all.

In the last 12 months the school has not initiated any early help assessments.

The CP and CiN cases that the school has been involved in have been managed professionally and the quality of safeguarding records and CP plans has been high.

In regards to EH cases, action is slow to address issues identified, often because the case workers are not experienced in working with young people with ASC.

In the last 12 months there have been 3 cases of CP records transferring in to the school. No transfers out.

## **9. The effectiveness of information sharing (Standard 8)**

The DSL carries out clear processes to ensure that appropriate information is shared to ensure children and young people are safeguarded and their welfare promoted. The Courtyard keeps records of plans and evidences how the sharing of appropriate information has impacted on the children/young people. The DSL and Deputy are clear about what information can and should be shared with other agencies. All staff have been trained as to the processes regarding sharing sensitive information, ensuring confidentially and consent both within and external to the Courtyard. This training addresses the need for effective information sharing and encourages staff to use professional judgement correctly. Staff are aware that the DSL/Deputy/CSCT are the routes to seek advice on information sharing.

In the last 12 months, there have been 3 cases of CP records being transferred to and from other settings.

In the last 12 months, the school has received zero SAR's.

The school does have some concerns with information sharing where key pieces of information are not being shared with the school but are being shared with all health professionals involved due to their access to RIO. Schools are the professionals who have day to day access with the young people and their families and should be updated weekly with regards to incidents. The school has liaised closely with linked professionals to ensure, where possible, that all information is shared.

## **10. Pupil Profile - provision for pupils where there are safeguarding concerns: (do not give individual pupil details)**

Internal interventions - The curriculum model includes an extensive programme to support the pupils in reducing their vulnerability in society. This includes a Self-discovery programme, Personal and Social Development programme and a Key Worker programme. All pupils are allocated a key worker and meet with them 4 times a week.

External interventions – 10 hours of counselling per week (10 different pupils), 0.5 per week of CAMHS

Pupil Premium funding is directed to support pupils in all areas of their development – academic, social and emotional. A significant proportion of this funding is directed towards Speech and Language Therapy, which is a developmental need of all pupils in the school. By improving the pupils' ability to speak, comprehend and infer, they become less vulnerable to risk.

Alongside academic progress, the school also supports, monitors and evaluates the social and emotional development of the pupils. It is support through a range of means including whole school approaches such as specialist styles of teaching, promoting a communication friendly school and providing areas of sanctuary and solitude. The school has targeted areas of the curriculum that focus on the social and emotional development. The school has social groups of singular sexes as well as mixed and individual interventions such as CAMHS and counselling.

All pupils (36) are referred to Speech and Language Therapy.

10 pupils are currently referred to counselling (RESPOND)

9 pupils are open to CAMHS in school

7 pupils are open to CAMHS directly

All pupils (36) are referred to the Education Psychology Service

Pupil engagement and the impact of intervention is monitored through the completion of pupils' Courtyard SCERI framework, a progression model which tracks the progress of pupils' social communication, emotional regulation and Independence. External agencies feed directly into this form of monitoring.

Pupil engagement and impact is reviewed termly through direct link meetings and Team around the School meetings. They are also reviewed annually by a team manager from the external agency,

**Table 3: Pupil Profile**

Category	Current	Within last year
Number of referrals to Children's Services Contact Team	[ 1 ]	[ 8 ]
Number of Children Looked After	[ 0 ]	[ 0 ]
Number of children subject to Child Protection Plan	[ 1 ]	[ 1 ]
Number of children with Child in Need plans	[ 0 ]	[ 1 ]
Number of Children with Early Help Assessments and Plans	[ 6 ]	[ 6 ]
Number of children with EHC plans	[ 36 ]	[ 36 ]
Number of children privately fostered	[ 0 ]	[ 0 ]
Number of children considered to be Young Carers	[ 0 ]	[ 0 ]
Number of children in Alternative Provision or any other external agency.	[ 0 ]	[ 0 ]
Number of exclusions:	Fixed term:	[ 4 ]
	Permanent:	[ 0 ]
Number of reported bullying incidents	[ 0 ]	[ 1 ]
Number of reported racist incidents	[ 0 ]	[ 2 ]
Number of reported online safety incidents	[ 3 ]	[ 5 ]

**Future priorities:**

- **Develop pupil, parent and staff understanding of the risks posed by misuse of the internet and social media.**

- **Develop staff training further to target the vulnerability and risk posed specifically to Courtyard pupils.**
- **Update Courtyard visitor handbook**
- **Adjust the Courtyard pupil/parent questionnaire to gather views around the school's support of the safe use of the internet and social media – how can the school improve its service**
- **Complete the NSPCC Safeguarding audit**

**Date of the next planned review of the Safeguarding Policy – December 2018**

**Action Plan**

Appendix A: in accordance with Keeping Children Safe in Education (2016), education settings must have the policies highlighted in bold below. You may wish to reference these to other safeguarding policies in the table below.

<b>Policies &amp; procedures for Safeguarding</b>	<b>Date approved</b>	<b>Next review date</b>
<b>Child Protection Policy – should include</b> <ul style="list-style-type: none"> <li>• Radicalisation/Prevent</li> <li>• Child Sexual Exploitation (CSE)</li> <li>• So called ‘honour based violence’ including Female Genital Mutilation (FGM) and forced marriage</li> <li>• Peer on peer abuse</li> <li>• Children Missing Education</li> <li>• Safeguarding children who have special educational needs and/or disabilities</li> <li>• On-line safety</li> </ul>	[Jan 2018 ]	[Dec 2018 ]
<b>Management of allegations against staff and volunteers – staff handbook</b>	[July 2017 ]	[July 2018 ]
<b>Safer Recruitment and selection, including single Central Record (staff vetting) * - staff handbook</b>	[July 2017 ]	[July 2018 ]
<b>Staff Code of Conduct (including Acceptable Use of Technology) – staff handbook</b>	[July 2017 ]	[July 2018 ]
Examples of safeguarding related policies you will have: <ul style="list-style-type: none"> <li>• Anti-Bullying</li> <li>• Behaviour Management, linked to the Use of Physical Intervention</li> <li>• Data Protection and Information Sharing</li> <li>• Drugs</li> <li>• Domestic Violence and Abuse</li> <li>• Equal Opportunities</li> <li>• First Aid and Accidents</li> <li>• Gang activity</li> <li>• Health and Safety, including visitor management</li> <li>• Image Use</li> <li>• Personal and Intimate Care</li> <li>• Risk Assessments (e.g. school trips, use of technology)</li> <li>• Searching, screening and confiscation</li> <li>• Sex Education</li> <li>• Whistle-Blowing</li> </ul>	[December 2017 / January 2018 ]	[December 2018 / January 2019 ]
[London Child Protection Procedures (online) ]	[Copy available ]	[ ]
[Working Together to Safeguard Children (2015) ]	[Copy available ]	[ ]
[Keeping Children Safe in Education (2016 ) ]	[Copy available ]	[ ]
[What to do if you think a child is being abused (2015) ]	[Copy available ]	[ ]

\*To include audit of DBS checks undertaken, references and validation of qualifications as referenced in DfE and KCSiE, 2016 Safe Recruitment guidance