Safeguarding Report to the Governing Board

School: Stalham High School

Date: 06/10/2024

This report is for the period from: Sept 2023   to: Sept 2024

Report Author: Lee McMahon

NB The information in this report is confidential – names and specific circumstances cannot be discussed.

Safeguarding Management Team: Lee McMahon and Ms Paula Beck

Give details of all personnel with management responsibility for safeguarding. There must always be cover for this role; in larger schools there may be a need for more than one alternate DSL. Please refer to local safeguarding training requirements.

Role	Name	NSCP Multi-Agency training (all DSLs once every 3 years)	Early Help Assessment Plan training (one DSL per setting, every 2 years)	Safeguarding in Education for Designated Safeguarding Leads training (all DSLs every 2 years)
Headteacher	Lee McMahon	12.12.2020 *Booked for 27.11.2024*		21.09.2023
Designated Safeguarding Lead	Lee McMahon	12.12.2020 *Booked for 27.11.2024*		21.09.2023
Deputy Designated Safeguarding Lead(s)	Paula Beck Ruth Lessells	28.01.2023 21.05.2021 *Booked for 03.02.2025*	02.10.2023	20.09.2023 03.10.2024
	Rachael Innes			23.09.2022 *Booked for 19.11.2024*

Named Governor for Safeguarding: Ian Richardson

Date(s) that members of the Governing Board attended safeguarding training for Governors

Governor name:	Safeguarding induction training date	Safeguarding update training date
Robyn Bush	17.6.24	

	24.1.22	Safer Recruitment 21.1.22 Safeguarding children 16.2.23 Safeguarding update 2.9.24
Ian Richardson		
Constance Tyce	18.9.18	Safer Recruitment 5.10.22 Trauma Awareness 3.1.23 KCSIE 17.4.24
Kate Whitehead	11.10.23	

1. Whole-School Training:

Provide a summary of safeguarding training undertaken by school staff.

NB Teachers and other staff and regular volunteers should receive training regularly.

Staff	Number	Date	Name of course	Course Provider
Teaching staff	35	4th September 2023 Various	School based, DSL led Safeguarding refresher and KCSIE updates Prevent awareness course	N/A Home office
Teaching assistants	8	4th September 2023 Various	School based, DSL led Safeguarding refresher and KCSIE updates Prevent awareness course	N/A Home office
Midday supervisors	1	17th January 2024 Various	School based, DSL led Safeguarding refresher and KCSIE updates Prevent awareness course	N/A Home office
Administrative staff	4	4th September 2023 Various	School based, DSL led Safeguarding refresher and KCSIE updates Prevent awareness course	N/A Home office
Caretaking and cleaning staff	2	17th January 2024 Various	School based, DSL led Safeguarding refresher and KCSIE updates Prevent awareness course	N/A Home office
Technicians	3	13th February 2024 Various	School based, DSL led Safeguarding refresher and KCSIE updates Prevent awareness course	N/A Home office
Other support staff /volunteers/invigilators	15	10th May 2023 Various	School based, DSL led Safeguarding refresher and KCSIE updates Prevent awareness course	N/A Home office

Training has been evidenced in a variety of ways, attendance registers, emails of completion along with certificates from online courses. Copies of all training materials are kept and copies of certificates can be found on personnel files. The school also chooses to use the

SCR to evidence training. After induction every member of staff was sent a link to a MS form which they had to complete to state that they had undertaken KCSIE reading and when they attended their training. This is a complete record with every colleague employed by the school between Sept 23- July 24. The MS form included a review of the training asking staff if further training was required or desired. Some knowledge checkers were also included.

Training records are a shared responsibility between the DSL and the Heads PA who oversees the SCR. The Governor with SG responsibility also reviews the SCR and can highlight and gaps that are present.

Training records are in both electronic and hard copy format.

2. Safeguarding Updates:

Updated safeguarding information is shared by a variety of means over the course of the year.

- Emails, from the DSLs to all staff.
- The Safeguarding, behaviour and attendance bulletin
- The Briefings every Tuesday and Thursday (record can be found on MS Teams online)
- Whole staff meetings 4 times a year

DSLs keep themselves updates by being part of the DSL networks and also by exploring info shared by CPOMS and the Key. The NSCB also share key updates by email.

3. Induction:

Below is an outline of the procedures for providing a safeguarding induction to new staff/volunteers including school safeguarding policies and procedures e.g.:

- Outline of training provided and why

- School's safeguarding policy

- Staff Code of Conduct

- Behaviour policy

- Information on the school's safeguarding response to children absent from education and the importance of registers for teaching staff.

- Associated policies are shared electronically for example whistleblowing, behaviour support and attendance

- Quick reference guide/summary of procedures (how to use CPOMS) including details of the DSL.

- Part 1 or Annex A of 'Keeping Children Safe in Education', DfE (2024), as appropriate and Annex B.

Staff	Number	Safeguarding induction, including policies and procedures given (yes/no)	Safeguarding Children Training arranged (yes/no - date if available)
Teachers	4	Yes	Completed within a week of commencement in post

Staff	Number	Safeguarding induction, including policies and procedures given (yes/no)	Safeguarding Children Training arranged (yes/no - date if available)
Support Staff	3	Yes	Completed within a week of commencement in post
Volunteers	1	Yes	Completed within a week of commencement in post

The responsibility for providing induction is shared between the DSLs who are reliant on the Heads PA to flag up whenever someone joins the school and in what capacity. This helps tailor the training to the right level. The overall responsibility falls to the Head of School (formerly the Executive Head) who makes sure induction process are followed and that the SCR is up to date (1/2 termly checking).

Individual inductions are arranged and provided by the line manager of the new employee but the delivery of the safeguarding aspect of induction training is completed by either Paula Beck or Lee McMahon based upon availability.

The Heads PA send out a link to all digital documents and any required online training for example the prevent awareness training from the Home office.

All inductions have a checklist which, once completed goes onto the colleagues personnel file for future reference and record. Personnel files are held in the Head's PA's office securely in a slocked filing cabinet. The keys for which are kept in a safe.

Visitors to the school, contractors and volunteers are given a leaflet on sign in and in the sign in process have to indicate they have read the safeguarding procedures displayed electronically on the InVentry sign in system. Supply staff are given the same but also have a more comprehensive pack of instruction to support their work in our school.

4. Recruitment & Selection:

Below is an outline as to how the school is working within safer recruitment guidelines.

We can confirm that, as a minimum:

- Safer Recruitment checklist is used.

- All adverts and related documentation contain a safeguarding statement.

- All person specifications have a safeguarding element.

- All job descriptions have a safeguarding responsibility.

- Applications are scrutinised for missing information and inconsistencies and concerns are followed up.

- We always carry out an online search as part of our due diligence on the shortlisted candidates.

- All interviews include at least two safeguarding questions.

- Successful candidates' qualifications are verified, and their identity checked.

- Reference requests require specific safeguarding information, including the person's suitability to work with children/young people.

- References are requested from the current/most recent employer.

- Missing information or vague information is always followed up with the referee.

- In the event a reference is not obtained a suitable risk assessment is undertaken which is signed by the Head of School.

The school use MyNewTerm to advertise all vacancies which keeps a record of the uploaded documents and the adverts placed. Shortlisted applicant records are kept and Interview records are kept for safer recruitment and equality and diversity purposes. The school use CareCheck to run background checks on the social media accounts of all new employees.

The Head's PA is responsible for these records. The Head of School is responsible for all safer recruitment and appointments.

5. The Single Central Record (SCR):

Checkpoint	Yes	No
Is a single central record (SCR) in place for all staff (including supply staff)?	X	
Are all members of the proprietor body included on the SCR? (For independent schools, free schools, and academies)		X
Does the SCR indicate that identity checks have been carried out and by whom?	X	
Is there evidence on the SCR that all staff have been checked against the Barred List (previously List 99)?	X	
Does the SCR record the date when enhanced DBS and/or Barred List checks was carried out and who carried out the check?	X	
Does the SCR record qualifications – where the qualification is a requirement of the job?	X	
Does the SCR record evidence that a prohibition from teaching check has been carried out on teachers and those staff in 'teaching activity' who have been appointed since 1 September 2013?	X	
Does the SCR record evidence a check of 'right to work' in the United Kingdom and suitability checks as appropriate?	X	
Does the SCR evidence that checks in respect of Section 128 directions been undertaken for persons taking part in the management of an independent school including an academy or	X	

Checkpoint	Yes	No
free school, those staff in departmental headship and maintained school governors?		
Does the SCR evidence that further checks on people who have lived or worked outside the UK?	X	
For supply staff- Does the SCR evidence that the school has gained written confirmation from the employment business supplying the member of supply staff that all relevant checks have been undertaken and the appropriate certificates have been obtained?	X	
For colleges- Does the SCR evidence whether the person's position involves 'relevant activity', i.e. regularly caring for, training, supervising or being solely in charge of persons aged under 18	X	

Outline the procedures for maintaining and monitoring the SCR:

The Head of school checks the SCR every term and the Safeguarding Governor does the same (alternating) which ensures it is checked 6 times per year as a minimum.

The Head's PA is responsible for maintaining the SCR. Which was last checked in on June 20th 2024. It was also checked by external audit by HMI Mr Jonathan Rockey as part of the schools last OFSTED inspection in June 2024.

Safer Recruitment Training:

List all staff and governors trained in safer recruitment. The School Staffing (England) Regulations 2009 make it mandatory for at least one person involved in the interview process to be trained in safer recruitment techniques.

Role	Name	Date of training	NCC Governor Services or NSPCC?
Headteacher	Lee McMahon	27.10.2021	NSPCC
Governor	Ian Richardson Constance Tyce	21.01.2022 05.10.2022	
Other staff	Paul Norris Emma James	25.04.2022 13.06.2022	NSPCC Atlas

Safer recruitment training is evidenced by printed certification on each colleagues personnel file. The school use the NSPCC certification process for safer recruitment training.

6. Related Policies & Procedures:

Amend list according to your safeguarding related policies – refer to Statutory policies for Trusts *DfE 2024 or* Statutory policies for maintained schools DfE 2024

Policies and/or Procedures for Safeguarding	Confirm in Place Y/N	Date of Last Review	Next Review Date
Safeguarding incorporating Child Protection (including management of allegations)	Y	Aug 2024	Aug 2025
Code of Conduct (including low level concerns)	Trust policy adopted		
Attendance	Y	Aug 2024	Aug 2025
Behaviour support policy	Y	April 2023	April 2025
Online Safety (including Acceptable Use of ICT)	Trust policy in place	November 2023	Spet 2025
Educational visits including overnight stays (Reference included in charging and remissions)	N/A	NCC Evolve	NCC Evolve
Health and Safety (including school security)	Y	Sept 2023	Nov 2025
Relationship education (primary) Relationships and sex education (secondary)	Y	Jan 2023	Sept 2025
Recruitment and Selection	Y	Sept 2024	Sept 2027
Equality and Diversity Policy	Y	Jan 2022	Jan 2025
Medicine and Medical Needs Policy	Y	Jan 2023	Jan 2025
Whistleblowing	Y	Jan 2024	Jan 2026

Policies are reviewed by a variety of different teams within the organisation. Many policies are held centrally by the Trust but apply to and are referred to by individual schools under the Trust management. School specific policies are written and managed by the head of school and are ratified by the LGB. Trust policies are written by central trust management and ratified by the Board of directors.

The last form of Audit was carried out by Local Authority lead Lucy Canning in March 2023 And again in October 2023. The report was shared with the LGB and recommendations acted upon.

The school, together with the Safeguarding Governor, will conduct the self review tool this academic year.

7. Online Safety:

At Stalham High School all staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. We understand that in many cases abuse will take place concurrently via online channels and in daily life. We know that children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

As part of the requirement for staff to undergo regular updated safeguarding training, online safety training is also delivered. We will ensure online safety is a running and interrelated theme throughout the curriculum and is reflected in relevant policies, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

All staff and student devices are filtered by Smoothwall Cloud filter. This includes windows devices, iOS, Android and Chromebooks. This allows local DSL staff to receive alerts for breaches of acceptable use and safeguarding concerns direct to their emails. For low level breaches – AUP etc, there will be a daily digest report sent, for high level alerts, Safeguarding, Radicalisation, Self-Harm, Terrorism, Adult Content there will be an instant alert sent out to DSL's at the site where the breach took place.

We recognise that technology, and risks and harms related to the internet evolve and change rapidly. Therefore, we carry out an annual review of our approach to online safety, supported by a risk assessment (on at least an annual basis) that considers and reflects the risks that children face in our setting. We also communicate with parents and carers to reinforce the importance of children being safe online.

The Trust IT team regularly reviews the arrangements in place against [DfE filtering and monitoring standards](#)?

Staff training in September 2023 went into detail about the requirements for filtering and monitoring arrangements. Evidence can be found on the MS form which is a record of understanding and well as engagement.

8. Prevent Duty:

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At Stalham High School we ensure that by:
 • Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
 • There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
 • The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

• The DSL will make referrals in accordance with Norfolk Channel Procedures and will represent our school at Channel meetings as required.

• Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

All staff have undertaken the Prevent awareness training in order to provide advice and support to each other on protecting children from the risk of radicalisation and to know how to manage concerns of their own appropriately. Certification can be found on personnel files.

9. Child on child sexual violence and sexual harassment:

At Stalham High School all staff are trained so that they are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to: • bullying (including cyberbullying);

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; • sexual violence and sexual harassment;

• upskirting;

• sexting (also known as youth produced sexual imagery); and

• initiation/hazing type violence and rituals.

We recognise that children are vulnerable to physical, sexual and emotional abuse by other children or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers to remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. We understand that abuse can occur in intimate personal relationships between children; and that consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) is a form of child on child abuse.

We understand, that even if there are no reports in our setting it does not mean it is not happening, it may be the case that it is just not being reported. We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, and this may come from a friend or a conversation that is overheard. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to child-on-child abuse and they will always challenge this. It must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

At Stalham High School we regularly review decisions and actions, and relevant policies are updated to reflect any lessons learnt. We look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, we decide upon an appropriate course of action.

At Stalham High School all staff reassure victims that they are being taken seriously and are supported and kept safe. Victims are never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor are victims ever be made to feel ashamed for making a report. We will also offer appropriate support to the perpetrator and any other children involved.

All staff understand that they should follow our safeguarding procedures for reporting a concern if they are worried about child-on-child abuse. The DSL will respond to any

concerns related to child-on-child abuse in line with guidance outlined in Part five of 'Keeping Children Safe in Education.' We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

We work with other agencies including the police and Children's Social Care, as required to respond to concerns about sexual violence and harassment. We seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren).

10. Curriculum:

We regularly cover key areas of safety including how to identify, assess and manage risk appropriately to keep themselves and others safe, including online. Through the delivery our curriculum.

- Assemblies from school staff on key areas line online safety
- Assemblies from external agencies like the police
- Form time programmes using resources from anti bullying alliance and CEOP
- Personal development days which have key themes running through the year for every year group of which personal safety is a theme.
- In the core curriculum all subject make a contribution to character development and enrichment but the subject 'Self and Society' plays a pivotal role in much of the safety and assessing risk delivery (supported by PE and Tech).
- Key themes include, knife crime, sexual exploitation, abuse, neglect, anti-bullying, road safety, online safety, danger in the home, extremism and misogyny.

11. Listening to Pupil Voice and Perceptions of Safety:

Students are often asked about their experiences in school. Pupil voice can be both formal and informal. Statements are always taken when investigating events, but children also email colleagues to have discussion about matters of importance to them.
As a school we have an established value which means if a child asks, 'Can I talk to you' the answer is always 'Yes, of course'.

Parent and students are surveyed regularly. Included in the survey (which is taken from the OFSTED survey) are questions which ask if the child feels safe at the school. Survey results are kept for analysis by Senior leaders and the LGB.

We also have a from ambassador in every form who can attend a student summit. Student summits are key for voice collection and democratic decision making. Safeguarding systems are well promoted around school with pictures of DSLs in every classroom. Issue are always explored and follow up events recorded on CPOMS.

12. Use of premises for non-school/college activities

The school has numerous letting arrangements in place. Upon booking, all safeguarding arrangements are checked by the DSL who will ensure that the proposed customer has a suitable Child protection policy and appropriate arrangements for the safeguarding of children in place. The DSL signs a copy of the letting agreement when this check is complete. Lettings do not happen with the relevant policies in place. The booking form asks if any under 18s are to be present for the duration of the booking.

13. Mental Health:

Name of Senior Mental Health Lead *if applicable*: **Rachael Innes**

At Stalham High School all staff are made aware, through training, that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

We understand that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Therefore, through training, staff are aware of how children's experiences, can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child that is also a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead.

At Stalham High School we have a named Mental Health Lead. There are clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these concerns. Designated Safeguarding Leads make reference to the 'Mental Health and Behaviour in Schools' DfE guidance for further support.

14. Promoting the educational outcomes of children with social workers:

The Deputy DSL will update staff regularly with the names of students who have social workers working with them.

The same students are discussed as part of a weekly meeting held by the DSLs and included in discussions at fortnightly inclusion group meetings.

Updates are regularly provided by DSLs in briefings (Tue and Thur) so that the reinforcement of the need for reasonable adjustments and additional support can be provided.

DSLs, supported by the Head of School are entitled to discuss classroom and teaching provision with class teachers in order to support students reach best outcomes whilst undergoing a period of change, trauma or stress.

15. Child Protection Records:

The systems in place for recording and responding to safeguarding concerns about children and the processes for reviewing these arrangements are:

- All concerns are logged on CPOMS
- CPOMS auto alerts are set up to all DSLs
- All events require a read receipt and an action to 'close the loop'
- Close monitoring facility is used to ensure the open cases are only those we have current concerns for
- The DSLs meet every Friday to review the current situation and discuss key students/cases.

All child protection records are shared with the child's next setting within 5 days an in-year transfer or start of new term. All child protection records have been received within the specified timescales. Where they have not we chase until we have located them.

16. Referrals and Multi-Agency work:

NB In this section you should provide an overview of safeguarding activity and referrals. It is not appropriate to include names or details of individual cases.

Intervention/support:	Number:
Records of concern completed by staff	1091
Operation Encompass Notifications	44
Early Help Assessments Completed	2
Pupils in receipt of support via an Early Help Plan led by school or other universal service	6
Pupils in receipt of support via a Family Support Plan led by Family Support Teams	17
EHAP Meetings Attended / FSP Meetings Attended	14 / 41
Conversations with the Norfolk Children's Advice and Duty Service (CADS)	34
Outcomes of conversations with CADS known	16
Child Protection Invitations	5
Child protection meetings attended	5
Reports submitted to Child Protection Conferences	5
Core groups attended	6
Pupils in receipt of a CP plan	4
Pupils in receipt of Child in Need plan	9
LAC pupils on roll	8
Young carers on roll	6
Allegations made against staff (including supply teachers)	1
Low level concerns made against staff (including supply teachers)	6

Norfolk County Council

Intervention/support:	Number:
Calls to the Local Authority Education Duty Desk	0
Referrals to the LADO	1 (external)
Referrals for Prevent using the National Prevent Referral Form	0

Other comments on safeguarding issues and actions to be taken:

(You may wish to refer your school's completed self-evaluation tool to inform your comments and consider local arrangements and issues that you may be dealing with.)

Signed:

Job title: Head of School

Date: 6.10.24

Appendix 1- To be used by governors when discussing the report content in a Governing Board meeting

Key points for reflection:

1. Is there sufficient detail in the report to allow you to review individual sections?

2. Does the data show increase, decreases or stability? What does the DSL attribute this to?

3. What has worked well this academic year in terms of safeguarding practice?

4. Are there any worries about practice or how safeguarding duties are fulfilled?

5. What impact has been made this academic year in relation to safeguarding practice for the areas in the report?

6. Has there been any reflective learning identified from safeguarding activity?

7. What are the next steps for the new academic year?

8. Are there any identified training needs for the governing board in relation to safeguarding?