

# Unified Academy Safeguarding and Wellbeing Offer

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# Unified Academy Safeguarding and Wellbeing Offer

## INTRODUCTION

OHC&AT and Unified Academy are committed to providing outstanding educational opportunities for all our pupils and students. The safety and welfare of our pupils and students is of the utmost importance. All adults working in OHC&AT settings must protect children and vulnerable adults from abuse and be aware that any pupil or student may be abused or be at risk of abuse.

Unified Academy follows the Child Protection, Adult Protection & Safeguarding Policy and Procedures and the Student Mental Wealth, Health & Wellbeing Policy as agreed by the OHC&AT Board of Directors. Our Safeguarding & Wellbeing Offer provides further detail about the specific work, both proactive and reactive, that we undertake within the school/College to ensure that our pupils/students are able to learn and thrive in a safe and supportive environment. This document should therefore be read in conjunction with both of the above named policies and procedures. A full list of related policies and procedures can be found in the Child Protection, Adult Protection & Safeguarding Policy.

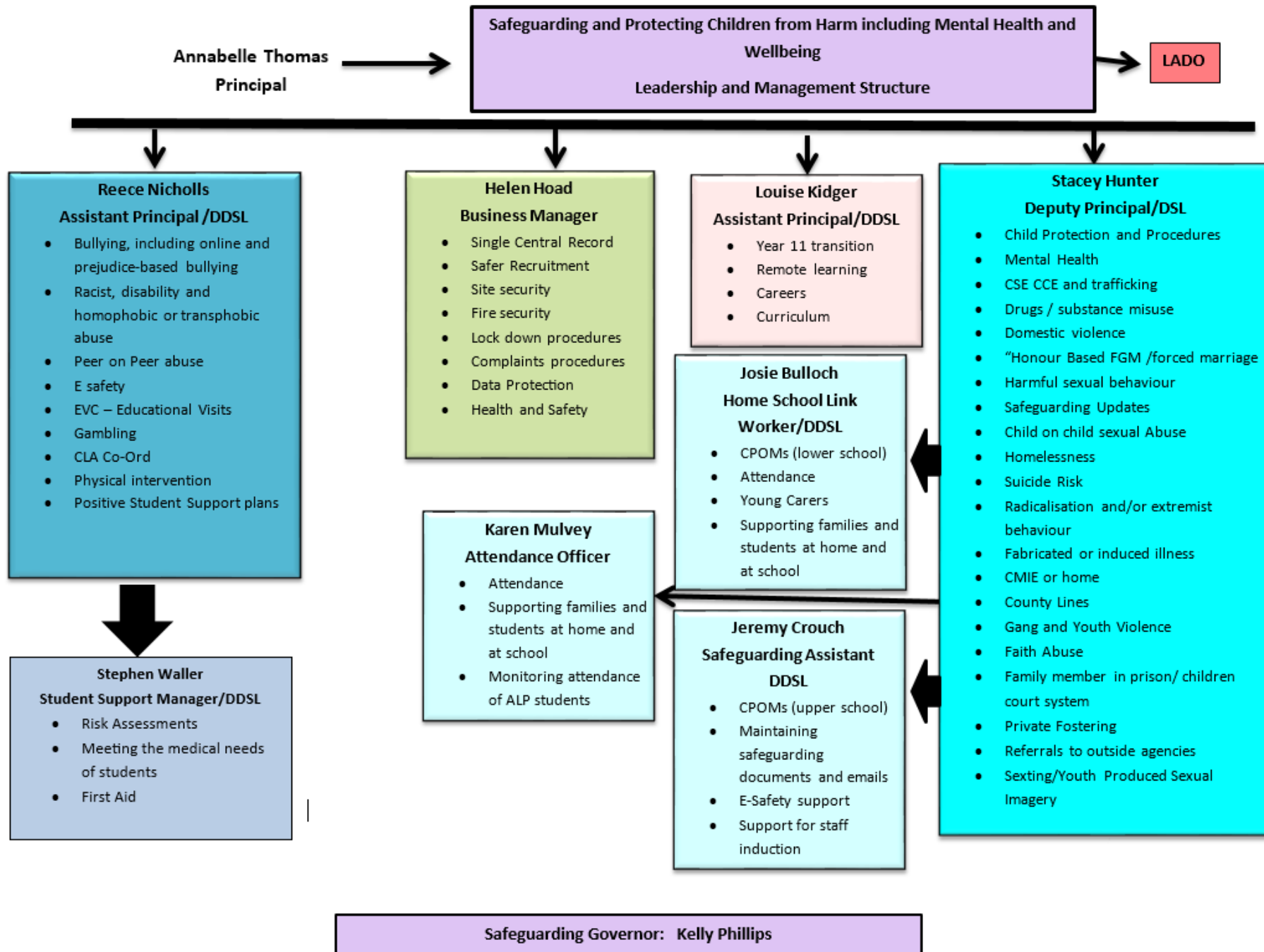
This document gives details of Unified Academy's contextual safeguarding approach and any localised child protection procedures. It is structured around three tiers of provision:

- Universal – this encompasses all proactive work undertaken to safeguard our pupils/students, e.g. pastoral care, curriculum delivery, whole school culture, student voice/student advocacy work, therapeutic support, partnerships with external services e.g. clinical psychology.
- Targeted – any specific programmes or initiatives aimed at students or families who may benefit from additional support e.g. special learning programmes, group work for students at risk.
- Specialist – external support or specialist support within school that is aimed at students and/or families who have been identified as needing extra support e.g. learning developed specifically to safeguard, therapy and nursing programmes.

## DEFINITIONS

**Safeguarding:** the proactive safeguarding strategies in place to ensure **all** children and young people learn in an environment that protects their health and development and gives them opportunity to gain their best outcomes.

**Child Protection:** the child protection procedures in place to ensure **specific** children or young people are protected from harm, including children or young people who have suffered from, or may be at risk of, physical abuse, neglect, emotional abuse or sexual abuse.



## Unified Academy – Safeguarding and Wellbeing Offer

### Provision

UNIVERSAL PROVISION
<b>Safeguarding and wellbeing</b>
<b>Student and family support</b>
<ul style="list-style-type: none"><li>• All safeguarding concerns recorded on CPOMS and monitored/actioned daily by DSL/DDSL</li><li>• Positive Behaviour support documents for every student – reviewed every six weeks or following a significant incident with interventions and impact recorded.</li><li>• Student Risk Assessments- reviewed every six weeks and/or updated following an incident or identification of new risk</li><li>• Nurture-based reflective and restorative approach</li><li>• Group or individual student workshops with Safer Schools support, available on request</li><li>• SMSC values embedded throughout the curriculum</li><li>• British values are delivered through every subject. All Schemes of work state how this will be delivered. The universal PSHE offer, through which staff challenge misconceptions and promote British values, is in use at all times within the school day</li><li>• Staff debriefing following incidents to support wellbeing and incorporate lessons learned into future practice</li><li>• PHSE and RSE to support safeguarding and wellbeing knowledge</li><li>• Targeted assemblies with a focus on CCE, CSE, knife crime, racism etc.</li><li>• Operation Encompass</li><li>• Student (Pastoral) Support Team, supporting the safety, safeguarding, positive behaviour and well-being of students throughout the school.</li><li>• Speech and Language Therapy</li><li>• Canine assisted learning team supporting the mental health and wellbeing of the school community</li><li>• Educational Psychology input both targeted via telephone consultation and advice and specialist for full assessment or re-assessment of need</li><li>• Weekly update phone calls to parents/carers</li><li>• Daily welfare and safeguarding absence checks</li><li>• Free School Meals for all students</li><li>• School Council Meetings, including safeguarding and well-being, run fortnightly with lower and upper school representatives and feedback given to SLT:<ul style="list-style-type: none"><li>○ To give students a chance to contribute to decisions and idea to improve the school environment.</li></ul></li></ul>

- To initiate, implement and complete projects for the whole school community.
- To create a unity between students, teachers and SLT.
- To gain leadership and discussion skills.  
To make a real change in school to the things that matter most to students.
- To boost self-confidence and self-worth
- Safeguarding meetings with other local schools via Surrey DSL forum and annual conference, to support knowledge/ contextual safeguarding
- Enrichment activities offered weekly on the school site.
- Developing 360 degree safe to support E-Safety
- Internal Student Focus Meetings, led by the Student support team in response to staff, student or family concerns around well-being and safeguarding.
- SMSC weekly enrichment activities onsite
- Families days giving opportunities to visit the school and speak with staff.
- Weekly risk and review meetings

### **Staff support and training**

- Designated Safeguarding Lead – Level 3 trained, additional Prevent, CSE and CCE training
- DSL receives 1:1 supervision at least monthly with director of safeguarding and wellbeing
- Additional 6 staff trained to level 3 to support and deputise for the DSL
- All new staff undertake safeguarding training as part of induction using Educare on-line training as a minimum, in addition to one-to-one meetings with the safeguarding and behaviour leads.
- All staff, including those from an agency, have regular safeguarding updates, delivered by a member of the DSL team and via regular ‘Andrew Hall’ updates
- All staff receive regular updates from director of safeguarding and well-being via the safeguarding forum.
- All staff complete specified Surrey safeguarding training
- All staff have completed Home Office Prevent training and Level 1 safeguarding training from Andrew Hall.
- All permanent and long term staff complete and regularly update Team Teach training, with a focus on de-escalation
- Weekly student Risk and Review safeguarding team meetings take place with all students RAB rated
- All staff CPD programme across the year (delivered online/face to face) includes Prevent, Safer Recruitment, Health & Safety, peer on peer abuse, risk assessment, SEND-specific training e.g. autism, positive behaviour and de-escalation, restorative practice, zones of regulation and trauma.
- Participation in OHC&AT DSL network, including monthly Safeguarding and Wellbeing Forum chaired by director of safeguarding and well-being to share knowledge and best practice and access to peer support from DSLs across the Trust
- 12 staff trained in First Aid Mental health for staff and students – Level 2

- 1 member of staff trained as Healing Together facilitator
- Staff have opportunities for training and discussion around Zones of Regulation, restorative approaches, academic and emotional resilience, ACES and Trauma Informed approaches
- Staff group debriefing following an incident
- DSL completes a termly Surrey Safeguarding audit
- Portfolio governor for Health & Safety, Child Protection & Safeguarding offers support and challenge to DSL and SLT, including regular visits, learning walks and feedback to LGB
- All staff have access to OHC&AT Occupational Health service including Employee Assistance Programme, wellbeing initiatives and resource bank, Perkbox employee benefits package
- Edupod software platform used to monitor and support whole school mental health approach
- All staff complete the OCH&AT mandatory training which includes the following areas; A Practical Guide to the GDPR for Education, Equality and Diversity, Fire Safety in Education, Health and Safety, Health & Safety in Education: Staff Awareness, Online Safety, Safeguarding Young People, The Prevent Duty.
- DSL accesses safeguarding support and resources from Surrey Local Authority

### TARGETED PROVISION

#### **Safeguarding and wellbeing**

#### **Student and family support**

- Group tutorial sessions, key topics covered such as CCE, CSE, knife crime
- EHCP urgent review meetings
- Mapping student relationships (internal and external) to support contextual safeguarding understanding
- Student briefing following incidents to gain a range of accounts and discuss what the school could be doing differently to further support students
- Internal student Focus Meetings – year groups work together on particular safeguarding and wellbeing issues for students
- Restorative meetings with students after an incident
- Fire wise group support
- Yes Project – referrals for re-engagement
- Partnership work with the Youth Intervention Community Support Officer which is both preventative and responsive.
- Safer schools police officer supporting knife crime sessions with targeted small groups of pupils
- Fearless – outreach workers to provide sessions/workshops and drop in sessions for crime prevention
- Healing Together Programme – therapeutic intervention to support pupils who have experienced domestic abuse or trauma.
- ELSA support for identified students
- Drum and music coaching to support identified students

- Home School Link Worker – supporting families of students
- Canine supported learning supporting literacy and wellbeing
- Safety in the workplace – targeted learning through risk assessments
- Safety in the community – through PSHE curriculum
- Group sessions and assemblies targeting racism
- Student support for worries and concerns, identifying who to talk to and how
- Young carers
- In school support for gender diversity (Gender Identity Development Service GIDS)
- Bespoke curriculum offers (intervention timetables, PSHE Curriculum)

### **Staff support and training**

- Small group CPD, including specific training for learning support assistants
- Small group mentoring and coaching based around the further development of schemes of work.
- SLT open door policy
- Whole staff INSET based on need as well as relevant safeguarding and wellbeing updates.

## **SPECIALIST PROVISION**

### **Safeguarding and wellbeing**

- Bespoke 1:1 tutorial sessions, with topic/incident specific focus
- Mental health first aid support
- Student support 1:1 when need identified
- EHCP urgent review meeting
- Bespoke curriculum – learning sessions with a particular focus on safeguarding and wellbeing issues/support
- Fire wise support 1:1
- DSL support with police interviews
- Family support process referrals
- 1:1 debriefing following an incident
- Student mapping to support contextualised safeguarding
- Use of CSE screening tool
- Referrals to Catch 22 (Surrey young person's substance misuse service)
- Brook Traffic light tool – to monitor peer on peer abuse
- Police partnership intelligence form – sharing information on CCE
- ACT Referrals
- CAMHS Referrals
- Targeted Youth Support Referrals
- Early help Referrals
- Family Support Programme Referrals
- Prevent Referrals



**Child Protection**

- Referrals to CP team
- Multi Agency Referral Forms (MARFS) completed
- Attendance to core group meetings, child in need meetings, PEPs, case conference, strategy meetings etc.
- Attendance to Risk Management Meetings (RMM)
- Mapping (MAPE) enquiries completed when requested

**Staff wellbeing**

- 1:1 and group mentoring
- Supervision/Line manager
- Funding and support for individual further development
- Access to resources/facilities outside of school
- Specific wellbeing activities on a regular basis
- Employee Assist program
- Referrals to OHC&AT Occupational Health service as required, in order to access bespoke support including return to work, wellbeing plans, individual risk assessments.
- Individual risk assessments as required, in order to support with specific health needs or circumstances.
- Mental Health First Aiders on hand to support staff and students and to sign post as necessary