

# Addington Valley Academy Safeguarding and Wellbeing Offer

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<i>Date of next review:</i>	

# Addington Valley Academy Safeguarding and Wellbeing Offer

## INTRODUCTION

OHC&AT and Addington Valley 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.

Addington Valley 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 to ensure that our pupils 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 Addington Valley 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, e.g. pastoral care, curriculum delivery, whole school culture, pupil voice/pupil advocacy work, therapeutic support, partnerships with external services e.g. clinical psychology.
- Targeted – any specific programmes or initiatives aimed at pupils or families who may benefit from additional support e.g. special learning programmes, group work for pupils at risk.
- Specialist – external support or specialist support within school that is aimed at pupils 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.

**Addington Valley Academy – Safeguarding and Wellbeing Offer**

**Responsibilities**

<b>John Reilly Principal DDSL</b>	<b>Joe Shepherd Vice Principal – Secondary DSL</b>	<b>Anna Huzzey Vice Principal – Primary DSL</b>	<b>Tina McMenamin School Business Manager</b>	<b>Kate Thompson Outdoor education/PE</b>
Mental Health Lead  Covid Risk Assessment  Covid Testing	Child Protection  Mental Health Lead  Looked after children designated teacher - Secondary  Attendance - Secondary  Children missing in Education - Secondary  Physical intervention – training, record keeping and debriefing  Bullying - Secondary  Safeguarding in the curriculum including E safety and health, relationships and sex education	Child Protection  Mental Health Lead  Looked after children designated teacher  Attendance  Children missing in Education  Safeguarding induction and training  Physical intervention – training, record keeping and debriefing  Bullying  Safeguarding in the curriculum including E safety and health, relationships and sex education	Health and safety  Single Central Register  Safer recruitment  First Aid	EVC- Educational Visits and Risk Assessment

**Portfolio Governor for Health & Safety, Child Protection and Safeguarding – Janet Sherborne**

**DSL – Child protection  
Areas of Responsibility**

Physical abuse  
Sexual Abuse  
Emotional Abuse  
Neglect

Bullying  
Child criminal exploitation  
Child sexual exploitation and trafficking  
Children missing education  
Domestic violence  
Female genital mutilation  
Fabricated illness  
Faith abuse  
Gender-based violence  
Harmful sexual behaviour  
Intimate care  
Mental health  
On-line safety  
Peer on peer abuse  
Physical intervention and use of reasonable force  
Private fostering  
Radicalisation / extremism  
Substance misuse

## Addington Valley Academy – Safeguarding and Wellbeing Offer

### Provision

#### UNIVERSAL PROVISION

##### Safeguarding

- Designated safeguarding lead – level 3 trained
- Deputy safeguarding leads – level 3 trained
- All staff level 1 trained – updated annually
- New staff given priority safeguarding training during induction
- Regular safeguarding updates for staff in morning briefing meetings and all staff meetings – information sharing and safeguarding quizzes
- All staff complete the OHC&AT mandatory training which includes GDPR/data protection, Equality and Diversity, Fire safety, health and safety, online safety, the Prevent Duty and other relevant areas – this is monitored by the Senior Leadership team
- All FT staff complete Team Teach training with annual refreshers
- Safeguarding information easily accessible to stakeholders
  - Safeguarding board for children in every class and communal areas including details of SG team and external sources of support e.g. Childline/NSPCC helpline
  - Safeguarding information for visitors (leaflet and poster) displayed by the school office and procedures explained by office staff on arrival
  - All visitors wear red, yellow or green lanyards. Green indicates all DBS checks seen and recorded. Yellow is for visitors who have a DBS, but are not employed by the school (Agency Staff). Red indicates DBS not seen and person to be accompanied by a staff member during visit at all times.
- All pupils are in small group classes with consistent, familiar adults. This will support them in identifying an adult to share concerns with. Due to the high level of need of our pupils, we recognise that disclosing concerns or abuse is challenging for them. Consistent, familiar adult groups means that adults will also be more able to identify when a pupil is presenting in a way which is not their 'normal' and take appropriate action.
- Parent workshops – will be held every half term. These will include focuses on learning and behaviour strategies and support, e-safety, supporting pupils' needs at home and accessing Early Help Support in Croydon.
- Ongoing data collection to identify most vulnerable pupils – including open and closed cases to Early Help, Children's Services and CAMHS
- Storing and monitoring of conversation records with parents / other professionals (Safeguard)
- Weekly safeguarding team meetings as part of SLT– all pupils discussed
- Safeguarding standing item on primary/secondary team meetings every two weeks
- Participation in OHC&AT DSL network, including monthly Safeguarding and Wellbeing Forum to share knowledge and best practice and access to peer support from DSLs across the Trust

- Participating in Croydon DSL (PRU and Special Schools) forum every half term to stay abreast of information, services and support in Croydon for vulnerable families.
- Regular monitoring of the Single Central Register and Safeguard Software system by the DSLs, OHC&AT safeguarding lead (Jackie van West) and via annual health checks (David Scott)
- Pupil risk assessments and positive behaviour support plans in place and available for all staff who require the information.
- Input into curriculum through appropriate PHSCE programme, supported by the Equals curriculum which develops pupils' communication, emotional wellbeing and understanding, and independence.
- Child centred EHCP plans to reflect the children's main learning, communication and emotional health and wellbeing barriers, with matched targets and provision to overcome these
- Termly meetings with parents and carers to discuss and review EHCP targets
- Weekly phone calls to parents to discuss pupils' presentation and progress that week
- Regular input from ASD Lead Teacher, SLT and therapy team to support class staff with behaviour management
- Termly meetings with parents to discuss Education Plans/ Annual Review targets (Termly Open Days)
- Safeguarding data regularly reviewed by DSLs to inform training needs
- Audits completed twice of year of safeguarding provision and offer – communicated to Jackie Van West and School Governors
- Multi-disciplinary team meetings take place to discuss a child in school when they reach Stage 2 of monitoring behaviour
- School staff engage in regular Missing Persons Procedure training drills to ensure safety of all pupils on-site
- PHSCE programme in place to support pupils with topics such as e-safety, RSE, Diversity and Equality, British Values and PREVENT. This programme is appropriate for the Pathway and the needs of the pupil.
- Staff complete annual online PREVENT training – tackling radicalisation and extremism.

### **Child Protection**

- Child protection concerns or allegations recorded and given to the DSL for discussion/ decision. Logged onto Safeguard
- Safeguarding is a standing item on all meetings within the school.
- Chronologies summarised and used to report child protection concerns to accountability groups – Jackie Van West for OHC&AT Safeguarding monitoring, John Prior Deputy CEO for OHC&AT risk management monitoring and AVA Governors

### **Wellbeing**

- Four members of staff trained as First Aiders for Mental Health.
- Support from Speech and Language therapy to develop pupils' emotional literacy and language. This support is embedded within the curriculum and delivered by all members of the pupils' supporting adults.

- A rich and broad curriculum which provides regular opportunities for learning outdoors and in the community. This supports pupils' wellbeing but also develops their interests, self esteem and independence. A member of teaching staff dedicated to this role has been appointed.
- Pupil job roles on offer to boost self-esteem, confidence, character and well-being.
- Use of EduPod to complete mental health assessment audits and to conduct regular pupil and staff surveys
- 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

### TARGETED PROVISION

#### Safeguarding

- Therapy programmes (SaLT, Canine, Drama and OT) and modified timetables in place
- Referral to Best Start Service for children under the age of 5 (Nursery and Reception pupils.)
- Referral to Early Help Family Solutions service and completion of Child and Family Well-being Assessment (CFWA).
- Referral to Croydon drop In Service (CDI) for support with family support needs such housing, benefits and employment.
- Child centred planning meetings to include parents and professionals to outline the key barriers to a child's learning and development
- Personalised parental Support Packages put in place for pupils raising concern. This may include:
  - Home visits (either Therapy based or joint Education and Therapy)
  - Access to school behavioural strategies
  - Additional regular communication- form decided by parent
  - Support to complete forms related to pupils education, care or special needs
  - Support from Regional SENCO at Tribunal cases
  - Support to arrange medical/safeguarding appointments

#### Child Protection

- Weekly safeguarding team monitoring in SLT meetings to update on individual pupil's actions and consider impact.
- Recording of any meetings, conversations or communication about individual children causing concern for safeguarding files – individual pupil files, online safeguarding chronology and weekly safeguarding minutes folder.

**Wellbeing**

Student wellbeing:

- SLT support pupils' class teams, when a pupil is having regular behavioural difficulties.
- Pupils identified as requiring additional support with their mental health and well-being have access to individual 1:1 weekly session with Mental Health Advisor
- Drama Therapist and Canine Therapist in place – slots available for weekly session with Therapist to provide support with wellbeing
- Enriched curriculum offering many opportunities for offsite and outdoor learning.

Staff wellbeing:

- SLT are trained as First Aiders for Mental Health
- Staff debrief following incidents
- Small group CPD/mentoring
- Whole staff INSET based on need as well as relevant updates
- SLT open door policy

**SPECIALIST PROVISION**

**Safeguarding**

- Early Help referrals
- Team around the family (TAF) meetings or Child in need (CIN) meetings with relevant professionals and parents
- CAMHS referrals
- Monitoring of impact of Early help / TAF action plans and CAMHS support
- Regular liaison with and visits to school from local PCSO

**Child Protection**

- SPOC referrals
- Attendance at Child Protection meetings called by the Child Protection services
- Adherence to child protection plans, interventions and monitoring
- Referrals to CP team (SPOC)
- Single Point of Contact referral form (SPOC) completed
- Attendance to core group meetings, case conference, strategy meetings etc.
- Attendance to Risk Management Meetings (RMM)
- Mapping (MAPE) enquiries completed when requested

## Wellbeing

### Student wellbeing:

- Regular liaison with Social Workers to ensure that visits to Pupils on Plans can be facilitated in school to monitor well-being.
- Mental Health Trailblazer Project offering mental health support to students, parents and staff: Kooth (an on line emotional wellbeing platform for 24/7 support for young people), a Student Mental Health First Aider, an Educational Wellbeing Practitioner for students, mental health workshops for parents, mental health training for staff

### Staff wellbeing:

- 1:1 mentoring
- Supervision
- Buddy system/line manager
- Funding and support for individual further development
- Access to resources/facilities outside of school
- 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