**Academy Council:** Safeguarding report

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| **Meeting Date:** Click or tap to enter a date. | |
| **Author:** | **Author Job Title:** |
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**Purpose of the report:**

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| For information and/or discussion |  | For discussion and action |  | For a decision |  |

**Content**

1. Leadership and Management of Safeguarding update
2. Safer Recruitment and Staff Training
3. Allegation Management
4. Data summary
5. Harmful Sexual Behaviours and child-on-child abuse
6. Teaching about Safeguarding
7. Alternative Provision

**Statutory roles:**

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| **Role** | | **Post holder** | | |
| Headteacher/Principal | |  | | |
| Designated Safeguarding Lead | |  | | |
| Deputy Designated Safeguarding Lead | |  | | |
| eSafety Lead | |  | | |
| Prevent Duty Lead | |  | | |
| Designated Teacher with responsibility for Young Carers | |  | | |
| Designated Teacher for Looked After and Previously Looked After Children | |  | | |
| Safeguarding (Academy) Councillor | |  | | |
|  | Date report discussed with Governor: |  |  |  |

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| 1. Leadership and Management |
| In this section, the DSL should provide brief commentary on the leadership and management of safeguarding. Some points you may wish to comment on are:   * Supervision arrangements for safeguarding team * How are your preparations for inspection? * Have there been any meetings between the DSL and Principal/Headteacher around safeguarding * Has there been any significant safeguarding incidents since the last academy council meeting/AIB meeting – *remember, you should anonymise any incidents; the role of governance in safeguarding is to check on the systems, not the actions.*   **You must include this statement:**  The Principal/Headteacher has read and reviewed the 3 documents that Ofsted require are produced at 8am on the morning of an inspection. They are:   * Records and analysis of sexual harassment or sexual violence * A list of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution * a list of all pupils who have open cases with children’s services/social care and for whom there is a multi-agency plan   And are presented on the CET template.  The Principal’s/Headteacher’s comments were: ***Include any comments, even if they are just to confirm they have been viewed and discussed.*** |
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| 2. Safer Recruitment and Staff Training |
| **Safer Recruitment:**  In this section, you should include some basic details around any new staff who have joined the school, and any commentary around the safeguarding recruitment processes. For example:  *We have had 3 new starters, all of whom are teachers. Their Safer Recruitment checks were completed, and no issues were identified. I have confirmed that these adults are now recorded on the Single Central Register.*  You should also comment on the Single Central Register. When was it last checked by the Principal/Headteacher, and were there any comments/actions that came from that discussion?  **Staff Training:**  What new safeguarding training has taken place since the last Academy Council/AIB meeting? Provide details on attendance, content, and how you are establishing what colleagues learned and can remember.   * What is the next CPD session planned for staff? * Why have you decided that this is what staff need to know/learn now? * Have all staff received safeguarding training, including support staff? * Have all designated safeguarding staff received appropriate formal DSL training within the past 2 years? |
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| 3. Allegation Management |
| In this section, you should include a brief summary around allegations reported by staff.   * How many low-level concerns have been raised since the last AC meeting?   + How many across the year? * Have you identified any themes, and how are you addressing this in CPD? * How many referrals to the LADO have been made since the last AC meeting?   + How many across the year? * Have you identified any themes, and how are you addressing this in CPD? |
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| 4. Data summary |
| Incidents (YTD) reported to the Designated Safeguarding Lead, broken down by:     |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | 7 | 8 | 9 | 10 | 11 | 12 | 13 | TOTAL | | Physical Abuse |  |  |  |  |  |  |  |  | | Sexual Abuse |  |  |  |  |  |  |  |  | | Neglect |  |  |  |  |  |  |  |  | | Emotional Abuse |  |  |  |  |  |  |  |  | | child-on-child abuse |  |  |  |  |  |  |  |  | | Incidents of Sexual violence |  |  |  |  |  |  |  |  | | Incidents of Harmful sexual behaviour |  |  |  |  |  |  |  |  | | Domestic Violence |  |  |  |  |  |  |  |  | | Other contextual harms (e.g. Sexual and criminal exploitation) |  |  |  |  |  |  |  |  |   Social Care referrals (YTD):   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | 7 | 8 | 9 | 10 | 11 | 12 | 13 | TOTAL | | Referrals to Children’s Social Care |  |  |  |  |  |  |  |  |  * of that number, how many met the threshold for statutory intervention; * and how many did not meet the threshold for statutory intervention.   The number of pupils across the academy who are the subject of a:     |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | 7 | 8 | 9 | 10 | 11 | 12 | 13 | TOTAL | | Child Protection Plan |  |  |  |  |  |  |  |  | | Child in Need Plan |  |  |  |  |  |  |  |  | | Early Help Plan |  |  |  |  |  |  |  |  | | Care order |  |  |  |  |  |  |  |  |   The number of pupils on the academy ‘vulnerable registers’, broken down by gender, and year group.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | 7 | 8 | 9 | 10 | 11 | 12 | 13 | TOTAL | | Vulnerable children |  |  |  |  |  |  |  |  | |
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| 5. Harmful Sexual Behaviours and child-on-child abuse |
| You have provided date above about the number of HSB/Child-on-child abuse incidents.  In this section, you should talk about:   * What is your whole school approach to tackling child on child abuse? * What are pupils currently saying about your work in this area? * What is the impact of your whole-school approach? * Have you recently reviewed your RSE curriculum, comments? * What CPD have staff had in this area, to remind them of their responsibilities and help them identify signs of HSB? * How are you encouraging staff to challenge inappropriate language? * What are pupils telling you about prejudice-based and discriminatory bullying? * Have you outlined to all pupils how reports of different kinds of harmful sexual behaviour are likely to be responded to?   **The Student Voice Data:**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | 7 | 8 | 9 | 10 | 11 | 12 | 13 | TOTAL | | Made a report |  |  |  |  |  |  |  |  | | Made a comment on how safe they feel on school site using the interactive map |  |  |  |  |  |  |  |  |  * What is the Student Voice platform currently telling you?   **Analysis:**   * What hotspots are emerging?   + What are you doing about them? * How are you promoting the platform? |
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| Teaching about Safeguarding |
| In this section, you should include a summary around what you have done since the last AC meeting to review the effectiveness of your safeguarding curriculum.   * Have you had any external speakers talk to pupils about safeguarding?   + Why them and what was the impact? * Have you reviewed your RSE curriculum recently, any comments? * How are you capturing safeguarding in tutor activities and assemblies?   + What is the impact? * How are you safeguarding beyond the school gates (engaging parents etc) * What are you doing next? |
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| Contextual Safeguarding |
| In this section, you should include a summary about how you are working with external partners such as the Police and community leaders to safeguard pupils.   * Have there been any significant community incidents?   + How have you responded to these? * Have the police worked closely with you/pupils?   + Impact? * Are there any community risks you are addressing (for example the beach on the East Coast in Summer, or the use of the city centre in Nottingham, Stoke or Milton Keynes) |
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| Alternative Provision |
| How many pupils are currently at Alternative Provision:   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | 7 | 8 | 9 | 10 | 11 | 12 | 13 | TOTAL | | At an (Ofsted) registered Provider |  |  |  |  |  |  |  |  | | At an (Ofsted) un-registered Provider |  |  |  |  |  |  |  |  |   Designated Safeguarding Leads have a responsibility to ensure that the provisions that pupils are commissioned to learn at, are safe and secure settings which promote the welfare of children.  When did you last visit each Alternative Provision:   |  |  |  | | --- | --- | --- | | Name of provision | Date of QA | Last visit date | | *Example* | 1/1/01 | 1/3/01 |   When quality assuring alternative provision settings, we use a CET template.  The principal has signed off all my quality assurance documents. We last met on XX/XX/XXXX – where we checked each quality assurance document together. |

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| **Report reviewed** | | | |
|  | **Name** | **Date** | **Signed** |
| Designated Safeguarding Lead |  |  |  |
| Principal |  |  |  |
| Safeguarding Councillor |  |  |  |