**School and College Annual Safeguarding Self-Assessment – Section 157/175**

**Academic Year 2020/21**

This self-assessment should be returned to Cornwall Council Education Services by **Friday 23 April 2021** via the following email address: [**schooleffectiveness@cornwall.gov.uk**](about:blank)

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| **Name of School/College** | St Wenn School |
| **Type of Education (Primary/Secondary/FE)** | Primary |
| **Academy/Free/Maintained – please specify** | Maintained |
| **Responsible Officer for completing return** | Sally Berry |
| **Date of submission** | 30/03/2021 |
| **Chair of Governor sign off and date** | Dr Cubitt 30/03/2021 |

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| **Key Safeguarding Role** | **Name** | **Contact Details** |
| **Head Teacher** | Sally Berry | head@st-wenn.cornwall.sch.uk |
| **Designated Safeguarding Lead** | Sally Berry | head@st-wenn.cornwall.sch.uk |
| **Chair of Governors** | Dr T. Cubitt | tcubitt@st-wenn.cornwall.sch.uk |
| **Safeguarding Governor** | Kate Messenger | kmessenger@st-wenn.cornwall.sch.uk |
| **Designated Teacher for Children in Care** | Sally Berry | head@st-wenn.cornwall.sch.uk |
| **Other key roles – please specify** | Mandy Curtis | mcurtis@st-wenn.cornwall.sch.uk |

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| **1. How many pupils were on your school role on 31st March 2021?** | **72** |

**Table 1**

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| **How many pupils are:** | | **Number** | **Percentage of school roll** |
| 1 | On an EHCP plan | 1 submitted | 1.4% |
| 2 | On a Child Protection Plan | None |  |
| 3 | On a Child in Need Plan | None |  |
| 4 | Looked After (Child in Care) | 1 PLAC | 1.4% |
| 5 | Involved with Early Help | 2 | 1.4% |
| 6 | On a part-time timetable | None |  |
| 7 | Temporary Excluded | None |  |
| 8 | Electively Home Educated | 1 (No longer registered or supported from school) |  |
| 9 | Alternative Education | None |  |
| 10 | Vulnerable as defined by DfE during COVID 19 | 1 PLAC  1 Social Services |  |
| 11 | Pupil Premium | 9 |  |
| 12 | Free School Meals | 4 |  |

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| **2. What has worked well in working with partner agencies in respect of the children[[1]](#footnote-1) in Table 1 above?** |
| EHH  MARU  Operation Encompass  Ed psych  SENDCo  SALT  **EHH:**   * Contacted EHH regarding behaviour support.Came into school to observe child. Suggested strategies were effective and support (post lockdown) will now be renewed. * Contacted for advice and support for 2 children with behaviour suggesting possible ADHD. After completing the relevant assessment, we had clear strategies to put into place.   **MARU and Operation Encompass:**   * During lockdown 1, one child reported to us through Operation Encompass. Quick and thorough report enabled me to contact mum, the child and put in support. OE had already contacted MARU with whom I was able to share information.   **Educational psychologist:**   * Submitting request for EHCP for PLAC child – advice on fine tuning and clarity very helpful. Virtual meetings very effective including parent and class teacher + TA.   **SENDCo (external):**   * Supported us effectively in completing EHCP request for PLAC child.   **SALT:**   * Current speech and language support continued throughout lockdown. Precise, relevant and effective. Next steps spot on and progress evident. |

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| **3. What have been the challenges in working with partner agencies in respect of the children in Table 1 above? What actions have the school taken to try and resolve these challenges?** |
| **Social Services:**   * SS involved with family not directly school related – limited support. School subsequently raised a concern with MARU and were told SS no longer involved so no support forthcoming.   **General:**   * Virtual support has at times been challenging due to intermittent/lost internet. * Need for 2 adults to be present at 1:1 meetings was a pull on staff. * Triangulation of support between family and external agencies - where families do not engage with support offered. If this does occur, it is monitored, followed up and other agencies involved if concern continues. * Consistency and depth of recording tracking of information centrally. During lockdowns, we trialled CPOMS which we found resolved this but our budget limitations resulted in the decision that in a school our size, paper recording and verbal communication were quite sufficient. |

**4. Each year the OSCP identifies a number of safeguarding priorities for the partnership. Please outline actions your setting has taken in respect of the safeguarding of children in the following areas, and what difference this has made** (this section should include actions taken in respect of reduced timetables, exclusions and elective home education where there are concerns about safeguarding)

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| **Child Exploitation** |
| DDSL completed training update April 2020 – need for increased awareness and vigilance shared.  Staff training has led to better understanding of potential threat in rural setting and need to be alert regarding contextual safeguarding.  We are not exempt due to our location, size and consequent familiarity with others in the community-reminder of need for professional curiosity. Increased understanding of contextual safeguarding. |
| **Child Sexual Abuse** |
| Staff training specifically related to increase of potential occurrence during lockdown. Vigilance and clear understanding of indications, particularly through close observation and monitoring during online learning/group meetings. Educating children to raise knowledge of ‘appropriate/inappropriate’, behaviour both online and face to face. Ensuring children have the voice and confidence to speak out. Increased understanding of contextual safeguarding. |
| **Domestic Abuse** |
| Staff training – DSL and DDSL (Helen Trelease). Training implemented, procedures followed and outcome in one case particularly effective.  Website – links have been identified and chosen by DDSL to be included onto our website to support parents. |
| **Emotional Wellbeing and Mental Health of children** |
| Urgent action needed during lockdown from the start and all children closely monitored. At start, HT emailed all families with personal message and support. Weekly wellbeing emails sent to home schooled children including advice on supporting mental health. Support links placed on website and school Facebook page; Showbie introduced (new school platform for communication and learning). Weekly class assemblies on Showbie; birthdays celebrated through Showbie; weekly group chats including games and time to talk; HT weekly catch up video on open Facebook page; postcards sent from all children in school to all those at home; DDSL personalised strategies to support return emailed to individual families; continuing very close contact with families – HT email and mobile open to all families as contact; any child struggling invited to re-join school – non-judgemental, one particular family who did seek support was supported 24/7. Y6 Leavers celebration held in the field and transition days held for each class to meet new teacher before Sept start. Gentle return in March carefully planned to welcome and resettle children allowing time to play and rekindle relationships. The result of the above has been a positive return to school and parents voicing that they have felt very supported during the periods of lockdown. |
| **Neglect** |
| Staff training resulted in: increased knowledge as to how this might present; promoting the need to be ‘professionally curious’; Staff know children and families extremely well so quickly flag up any slight change, they are always told to pass anything they notice, however small as this may contribute to a bigger picture. Breakfast offered to any children we know might have missed this (no questions or charge); Children supported with clothing, trips and residentials. |
| **Disabled Children and those with Special Needs** |
| SEND children have focused group support carefully tailored to their needs, this led to a reduced impact of ‘lost learning’ and confidence after COVID; children learn in a context of positive reassurance and fun; personalised learning during class sessions; small group or individual extra catch up sessions with catch up teacher before school. Impact is: children take risks in their learning and are prepared to ‘have a go’. |

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| **5. The Voice of the Child** | |
| How is the voice of the child heard in your setting? What action is taken to support the child’s voice? | We apply the ‘Restorative Justice’ approach to addressing peer to peer disputes, this enables the voice of all children to be heard including the perpetrator - all points of view are respected and resolution is through discussion and agreement on a way forward. This empowers children and they have ownership of resolution without blame. We have a whole staff culture embedded of listening, believing and taking children’s voice seriously. HT has an open door to all children. We use open ended questions within PSHCE eg: ‘I wish my teacher knew…’ Child led assemblies, achievement displays. Promotion of British values and Learning Power Approach supports children’s voice and is celebrated in assemblies. Introduction of Jigsaw (scheme of work to endorse and support open talk through RHSE). Working towards Rights Respecting Schools award. Annual parent and pupil surveys carefully unpicked and acted upon (2020 survey outcome – 100% parents stated that their child felt safe in school). Children attend governor meetings wherever possible and appropriate. We have an active school council (currently on hold due to COVID restrictions) through which views regarding school development plan and safeguarding are addressed. |
| How do you ensure that the voice of the most vulnerable children are heard? | DDSL is TIS trained and leads TIS counselling; she is also wellbeing champion for children, she is always accessible and quickly identifies vulnerable children - strategies include: lego therapy and empathy drawing. SEND pupils contribute to SEN reviews and SENDCO meets with parents to discuss these. Vulnerable pupils are discussed half termly at depth during pupil progress meetings and any concerns are an agenda item on weekly staff meetings. Very close family links with school mean that concerns are shared immediately and care is wraparound. This results in problems being addressed before they escalate. |
| How do make sure that each child has someone they see as a trusted adult, who they can talk to if they are worried about something? | All staff know children extremely well and constantly share information – there is a culture of communication and joined up action amongst staff. Children are repeatedly told that all staff are available and approachable including HT. Mental health sessions include eg Helping Hands and conversation around feelings are modelled by adults and normalised thus empowering children with appropriate vocabulary and confidence. 2020 annual pupil survey showed that 100% of children can easily identify a trusted adult and that this adult is not always their class teacher or class TA. |
| How do you support children to feel safe enough to tell someone if they know one of their friends is experiencing exploitation or abuse? | We strongly promote by example and through learning/assemblies, and ethos of honest and open conversation. Children’s opinions are always respected and they are always listened to/taken seriously. |
| How does your school promote and support difference? | We promote difference through our ethos which permeates all that we do. We instill values which celebrate difference. British values are built into our planning and our displays - we have one as a whole school focus each term and this is recognised through reward/during whole school assemblies when observed by staff. We encourage visitors from other cultures and celebrate diversity (eg TA presenting a Brazilian Christmas and another Christmas day In Slovakia). We have a link with a Nigerian who has visited the school and we plan to invest more into this relationship as soon as we can. We were visited by Benji (representative of the LGBTQ+ community) who sang and danced with Y5/6 children and discussed his experiences of depression. We hold an annual Big Me Day where adults are invited in to talk about their own careers – we actively encourage diversity through these. Our recent topic on New Zealand enabled a group of children from NZ to celebrate and share their cultural identity. As a small, rural school we are particularly aware of our lack of close proximity to diverse cultures so we compensate for this by reaching out for any opportunity we can. Diversity is included in our School Development Plan. |
| How does your setting support children who experience bullying? | Our Restorative Justice approach is embedded in a very thorough behaviour policy which was written (not just agreed) by all members of staff. A meeting was held for all TAs including lunchtime supervisors to ensure that they had ownership of our ethos and strategies. This has resulted in a unified and positive approach which supports all children, including the perpetrator. We are very clear in our definition of what constitutes bullying and children understand this. Bullying is an extremely rare occurrence and instances of concern are dealt with immediately; parents are involved. |
| How do you ensure that a child’s record is up to date, linked to other records held (e.g. safeguarding, EHCP, attainment), and accessible when necessary? | All staff feed all information to either DSL or DDSL who take full responsibility for keeping records to date/linked to other records. Communication is instant and excellent relationships between staff members mean that no stone goes unturned - everyone takes responsibility for close observation and feedback. This includes the cook and cleaner. |
| How do you ensure that a child’s record is transferred within 5 days at times of transition to another education setting? | Paper based records are transferred by hand or by recorded delivery if out of county.  Headteacher/DSL or class teacher will always have a conversation with the receiving school at which time any concerns will be passed on. |
| During COVID how has the school ensured they have gathered the thoughts and feelings of the children? | We have had weekly group meetings for all children which allowed time to talk and share feelings with their friends and teacher. This open approach led to children talking quite freely in some cases was modelled by the lead adult. Parents regularly email or called classteacher or HT if they had concerns about their child’s mental wellbeing. Our communication platform included audio and video options to ensure that children could choose their preferred method of communication. Our return to school has been gentle and very mush focused on wellbeing before academic learning. Children have been given time and every opportunity taken to encourage talk – either as a class, group or individually. One child (Y4) commented ‘I was worried about coming back to school but actually I didn’t need to worry’ |

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| **6. Parents/Carers** | |
| How do you ensure that the views of the parents and carers are gathered in relation to their child’s wellbeing and safety? | Annual pupil, staff and parent surveys (March/April) which include questions about safety and wellbeing are carefully analysed and cross referenced by a governor who collates the responses and writes a report for the governing board. HT acts on outcomes through: teaching and support ,staff meetings, adapting policies, changing rotas, pupil conferencing with wellbeing focus. In KS1 and EYFS these surveys are done as a class but followed up individually if a need is identified. Survey of March 2020 showed parents all ‘agreed’ or (in the main) ‘strongly agreed’ when asked it if they felt their children felt safe in school. We have an Open Door policy with the HT and DSL so parents drop in to talk through concerns before they escalate. The review of the Wellbeing and Behaviour policy was sent to all parents and some contributed ideas to this. We are currently reviewing the survey to send to parents in April 2021; we will be using Survey Monkey as our research shows that parents are more likely to take part in an anonymous tick box survey online. |
| What safeguarding information is provided for parents/carers? | Parents/carers are emailed regular safeguarding updates and links which are also included in our weekly newsletter. Online safety newsletter emailed monthly. Links and policies are updated regularly and are all available on our website. HT has a completely open door policy and parents (pre COVID) regularly pop in immediately to talk about and resolve any concerns. Since COVID this has happened largely by phone or email. Safeguarding information and contacts are displayed in the school office and staff room. |
| What information do visitors get in relation to safeguarding? | All visitors sign in through Reception. They are informed that there is no fire drill that day so that if the alarm goes off, this is an emergency; they are shown the fire assembly point. They are shown where the adult toilet facilities are; they are shown and talked through our COVID visitor guidelines. We have a safeguarding leaflet which visitors are also shown on arrival. All visitors are accompanied at all times when on site. |

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| **7. Staff and Governance** | |
| Who is responsible for your setting’s safer recruitment? How do they ensure the safer recruitment policy is adhered to? | Ultimately, all members of staff and governors are responsible for monitoring safer recruitment eg if a member of staff has any information or prior knowledge about a recruit, or notices something untoward, we would expect this to be immediately reported to HT/DSL/DDSL. HT and 2 governors are safer recruitment trained and this is updated annually; they are responsible for procedures and ensuring that policies and safer recruitment guidance are adhered to. All members of staff understand the need for vigilance. |
| Who checks the Single Central Record, and at what frequency? | The SCR is overseen by HT. It is reviewed on a termly basis with the Safeguarding Governor to ensure compliance. We also subscribe to biannual SCR auditing by Cornwall county. |
| What does your school include in its Safeguarding induction for new staff? (please give details) | The school ensures that it has undertaken all of the required pre-employment checks in accordance with current legislation prior to an individual starting work in the school. This is overseen by HT. All new staff complete a thorough induction which includes signing to confirm that they have read KCSIE Part 1, Child Protection and Safeguarding Policy, Code of Conduct, Whistleblowing Policy, E-safety policy, Wellbeing and Behaviour Policy, Health & Safety Policy and Privacy Notices, Fire and Lockdown Procedures. They are also given information about how to share concerns/allegations; who the governors responsible for this are and procedures for reporting and recording. They are given information about LADO and MARU and how/when to contact these. Systems are deliberately accessible and simple.  All new staff sign an Acceptable User agreement and we ensure that they know both who the DSL/ DDSL are and understand the internal processes for recording concerns. We also address Safeguarding through interview questions which encourage reference to personal experience and understanding. We subscribe to county SLA for HR support if any advice is needed. All new staff are told where to find further information and policies. The process is adapted slightly for volunteers but is equally comprehensive. We do not assume that regular volunteers will never be alone with a child but carry out a full induction. |
| How is guidance on recording, reporting and managing concerns/allegations shared with all staff? | This is covered in the induction of all staff and regular volunteers. 2021 - All staff joined online training with Helen Trelease in March which covered the need for action and the need for professional curiosity/sharing concerns. Either HT/DSL or DDSL is always on site with an open door to advise and discuss concerns immediately. All staff know where to access information and all concern forms are readily available on the safeguarding board in the staff room. Policies addressing managing allegations against pupils and other adults are easily available both as hard copies in the staff room and on the shared drive electronically. Updates are emailed to all staff. |
| Where are safeguarding concerns regarding staff recorded and stored? | We have had no incidents requiring recording this year but were it necessary these would be recorded and stored in the locked filing cabinet in HT’s office. |
| Do all staff know the procedures to be followed if an allegation is made against a member of staff? | All staff sign to say that they have read the Whistleblowing policy annually and this is part of the induction for new staff. All staff know that if an allegation is made against a member of staff this should be taken to the HT and that if an allegation is made against the HT, this should be taken to the Chair of Governors. |
| All safeguarding leads are clear about the role of the Local Authority Designated Officer, and the process of seeking advice/guidance or making a referral? | HT/DSL, safeguarding governor and DDSL are clear about the role of LADO with reference to concerns regarding adults and processes of seeking advice and making a referral. HT/DSL, DDSL and safeguarding governor have been prompted to refresh our understanding of this as a result of completing this form. This has been done. |
| How does the governing board ensure that it is meeting the requirements of Keeping Children Safe in Education, January 2021? | All governors sign to confirm that they have read Part 2 of KCSIE and understand that they are responsible for overseeing and monitoring the safeguarding of all children in our school. Safeguarding is on the agenda of every FGB meeting and DSL/HT is challenged about decision making during these meetings. Policies are ratified by governors at FGB meetings. Governors normally monitor and carry out spot checks during visits, they also discuss how safe children feel during pupil conference time (not possible in 2020/21). Safeguarding governor was fully involved in completing S157 at all stages. Support is currently given and training is monitored by the Chair of governors (who was, up until March, also safeguarding lead governor) as safeguarding lead is new in role. |
| How do the ‘named’ Governors ensure they are fully informed with regard to their designated area? | Named governors ensure that they are fully informed through regular information updates and training about their role and responsibilities - they receive all NGA information and guidance and our clerk flags up and passes on any relevant information/training as it becomes available. Safeguarding is always the first item on the agenda at FGB meetings ensuring that  governors have time to quiz and challenge HT/DSL. We have a carefully structured governor monitoring programme which ensures that governors are observing and talking to children/staff regularly-this has been on hold during COVID but will resume as soon as possible. |
| What does the safeguarding governor do to meet their safeguarding responsibilities? | Safeguarding governor is new to role so we make sure that she is supported both by CofG (previous safeguarding governor) and HT/DSL. The safeguarding Governor meets at least weekly with the DSL/HT when she is updated on all safeguarding concerns. She attends meetings with parents and external agencies where appropriate. Our new safeguarding governor works within the school as a TA so is particularly aware of any ongoing concerns and is able to observe, talk with children and be an integral part of the safeguarding practices within the school. This is particularly effective and ensures that she is well informed. She challenges the HT/DSL and attends relevant training (as above). |

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| **8. Training** | |
| Please outline the safeguarding learning that has been offered to your staff in the last year.  Please ensure this includes the training attended by your non-teaching staff and governors.  Please provide details of the course, provider and the date of DSL and DDSL safeguarding training. | Please find attached my Safeguarding Report for governors with record of all safeguarding training (including dates) for this year.  Most training has taken place online due to COVID 19. We joined the National College training programme to ensure that we had access to as much training as possible during lockdown (especially with some members of staff working from home with more time available than normal). |
| Please outline your plan for safeguarding learning in your setting for the 2021/2022 academic year | Ensure new HT (from September 2021) has updated DSL level 3 and Safer Recruitment training.  Helen Trelease annual update Feb 2022 – all staff and governors  More information about contextual safeguarding; County Lines and Equality and Diversity online training for all staff + Domestic Violence training renewed for new HT/DSL |

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| **9. Staff Wellbeing** | |
| What does the school do to promote staff well-being? | We are a very small and close team whose priority is always: first the children, closely followed by all the staff. We work as a team. We have a teacher/governor who is our staff Wellbeing Champion; he flags up concerns and regularly challenges HT regarding staff wellbeing and work load – individually and collectively. He is extremely effective. HT has an open door policy and staff are allocated time out of class whenever the pressure of work builds. Staff meetings are given over to ‘catch up’ and work deadlines (eg the writing of the new curriculum – extremely challenging in a small school) are delayed when pressure is apparent. We have meetings annually with all members of staff individually where 30 minutes per person is allocated to discuss any concerns/ambitions. We carry out an annual staff survey which includes questions about safeguarding; we also carried out a survey for staff about their wellbeing on return to school after lockdown in January. All comments are summarised by the safeguarding governor and quick action taken where relevant.  We have regular, well attended social occasions. All staff birthdays are celebrated. |
| What supervision is offered to staff who are offering pastoral support and safeguarding support to children in school/college? | DSL and DDSL are always available to support staff and, as our school is so small, they are both aware and directly involved in all pastoral and safeguarding support. DDSL is TIS trained and attends supervision sessions 3X a year which is moderated by the Educational Psychologist and these sessions are disseminated to HT and staff where appropriate. HT/DSL supervises and oversees support and safeguarding governor oversees HT/DSL. Currently both Chair and Vicechair of governors oversee and supervise safeguarding support as safeguarding governor is new in role. |

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| **10. COVID 19** | |
| Please outline the impact that COVID 19 has had on safeguarding, and what you have done to mitigate against this? | Children who were assessed as vulnerable, or any child who we felt/parents reported were struggling (either emotionally or with remote learning) were offered a place in school. Regular contact by HT/DSL and response immediate if concern arose. Teachers in daily communication through learning platform (Showbie) and reported to HT/DSL immediately if they had concern, however small. 100% engagement through this platform. Parents of PLAC children daily contact. Child with challenging situation at home called daily by HT/DSL and supported through house move. School work delivered personally if requested (no questions asked).  Teachers informed about safeguarding issues linked to remote learning; policies/risk assessments written to address these and shared both with staff (where relevant), governors and parents. All concerns dealt with immediately and, as a consequence, all resolved. Parent and staff feedback extremely positive about level of support, communication and quality of resources through learning platform. |

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| **PROGRESS AGAINST ACTIONS FROM 2020 Self-Assessment AND ACTIONS IDENTIFIED FOR 2021**  (cross referenced from the 2020 self-assessment and Quality Assurance Feedback) |

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| **Issue identified in 2020 Self-Assessment** | **Action taken** | **Responsible person** | **Completed Y/N** |
| Attend Designated teacher network (VS1) meeting led by virtual school re PLAC when available | Checked into virtual school’s courses where possible  Unable to attend conference in June 2020 due to COVID | Sally Berry | Yes as far as possible |
| Update Staff County Lines Training | Delayed due to the need for staff to complete training related to COVID through this year. We have now signed up for National College online training so this will be addressed for all staff to complete within June INSET day. | Sally Berry | Not for all staff – to be completed June 2021 |
| Equality and Diversity training needs updating | As above | Sally Berry | As above |
| Ensure Governors safeguarding meetings with children address specific aspects of safeguarding | Delayed as governors have not been in school but included in monitoring programme | Sally Berry | Completion date postponed but in hand– June 2021 |
| Make more public notices about signs and symptoms of exploitation  Disclosure and safeguarding meeting forms should be colour coded for clarity | Delayed as signage hot spots used for COVID safety  In hand | Sally Berry | Completion date postponed but in hand– May 2021 |

**2021 Actions identified through undertaking this year’s self-assessment (including any carried forward from 2020)**

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| **Issue identified** | **Action to be taken** | **Responsible person** | **Completion date** |
| Complete actions above which were delayed due to prioritising COVID related action | Complete actions above | Sally Berry | June 2021 |
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If you have any queries in relation to these requirements, please do not hesitate to contact School Effectiveness Cornwall –

[schooleffectiveness@cornwall.gov.uk](about:blank) Tel – 01872 322500

**THANK YOU**

1. For the purposes of this document child/children refers to the legal definition of child being under the age of 18. [↑](#footnote-ref-1)