



## St Philip's School Safeguarding and Wellbeing Offer

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# St Philip's School Safeguarding and Wellbeing Offer

## INTRODUCTION

OHC&AT and St Philip's 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.

St Philip's follows the Child Protection, Adult Protection & Safeguarding Policy and Procedures and the Student Mental Health, Health & Wellbeing Policy as agreed by the OHC&AT Board of Directors, as well as the school-specific Mental Health and Wellbeing Procedures. 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 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 St Philip'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.

**St Philip's – Safeguarding and Wellbeing Offer**

**Leadership and Management Structure**

Ben Walsh Principal <b>Overall responsibility</b>	Debbie Battle Safeguarding and Prevention Officer/ Wellbeing Lead <b>DSL</b>	Andy Hill Deputy Head Teacher <b>DDSL</b>	Sean Henn Student Support Worker  <b>DDSL</b>	Wendy Clements DHT/ SENCO Hannah Lofthouse Deputy SENCO	Andrea Birkett SBM
See Flow Chart					

Governors – Peter Way Chair / Emma Byrne Child Protection and Safeguarding Portfolio

**Safeguarding and Protecting Children from Harm and Mental Health and Wellbeing Leadership and Management (See Flow Chart Below)**

**Debbie Battle SPO**

- \* Child Protection and Procedures
- \* Mental Health/ Wellbeing/ Staff Students
- \* gender-based violence/violence against women and girls
- \* child sexual exploitation and trafficking
- \* teenage relationship abuse
- \* Drugs / substance misuse
- \* domestic violence
- \* “ Honour Based FGM /forced marriage
- \* Safeguarding Updates
- \* Arrangements for Child Protection
- \* Child on child sexual Abuse
- \* Child criminal exploitation
- \* LA
- \* Private Fostering
- \* Homelessness
- \* Young Carers
- \* Suicide Risk
- \* Breast Ironing

**Andrea Birkett SBM**

- \* Single Central Record
- \* Safer Recruitment
- \* First Aid
- \* Site security
- \* Fire security
- \* Lock down procedures
- \* Complaints procedures

**Wendy Clements DHT SENCO**

**Hannah Lofthouse Assistant SENCO**

- \* meeting the Special Educational needs of students
- \* meeting the medical needs of students
- \* Staff Code of Conduct
- \* Data Protection

**Andy Hill DHT**

- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- radicalisation and/or extremist behaviour
- Sexting/ Youth Produced Sexual Imagery
- fabricated or induced illness
- use of physical intervention
- children's and learners' health and safety
- intimate care
- E safety
- Risk assessments
- Attendance
- Health and Safety
- EVC- Educational visits
- CMIE or home
- Faith Abuse
- Gang and Youth Violence
- RSE
- Family member in prison/ children court system
- Gambling
- Parents
- County Lines
- Equality objectives NB transgender

## St Philip's School – Safeguarding and Wellbeing Offer for Students

### Provision

UNIVERSAL PROVISION
<i>Safeguarding/ Child Protection / Wellbeing</i>
<b>2021/2022</b>
“Yes bus” Youth Enquiry Service
New Student Support sheds ( extra space for students to “be” )
Grace Over (participation officer) in to work with students (Yr. 9 and 10) regarding the new P16 campus plan
Anonymous Worry and concern boxes now around the school.
<b>2020/2021</b>
CAAARAC: Working parties have completed their task of giving their views on the Creating an Actively anti-racist Culture within the school. Final report in to Ben Walsh by June, with actions.
CAAARC: CAAARC stands for - ‘creating an actively anti-racist culture.’ I am in the process of setting up a working party to explore ways in which we can be sure that St Philip’s has an active anti-racist culture. The working party will be made up of students, staff (including agency), parents and governors and will be chaired by Josh Okunlola who is an external consultant and has done some work with our Woodland group. The working party will meet during the school day with the task of giving their views so that Josh can eventually submit a report to SLT. The aim is to take St Philip’s from a Fear Zone to a Growth Zone (see Professor Paul Miller’s diagram) If you or any of your students would like to be involved in this exciting project, please come and see me for more information. The group is open to all but I am particularly interested in hearing from members of the St Philip’s community who are from a BAME (Black, Asian and minority ethnic) background
Fund raising day 28 <sup>th</sup> May for A Partner in Education
A Partner in Education (Education for Peace) – look at twinning with a school in Rwanda – To develop links with international school, fund raising for student scholarships (SEN and under privileged Students)  <i>NB – This is the only school in the whole state that offers SEN support- the next development will be reciprocal sharing of practice and CPD across both schools (Begin September)</i>
Edu Pod – monitoring / planning/ audit platform “Committed” award completed – Achieved award submitted
Presentation of the National Awards for Pastoral Care in education awarded to Sean Henn The winners in each of the 7 categories will be announced during the Presentation Event About this Event: There are 5 finalists in each of the 7 categories. The first ever winners of the National Awards for Pastoral Care in Education will be announced on the evening.
<u>Assemblies for all students</u>

Safer Internet Day and there are several resources available here: <https://www.saferinternet.org.uk/safer-internet-day/2021>

Kooth - is an online counselling service which offers support to young people who are between 11 and 22 years old. The service is free and may be particularly useful during the holidays when our young people do not have access to school staff.

Bronze Healthy Schools Award submitted (need to complete food policy)

AcSEED (the assessment of the emotional wellbeing and mental health provisions in school) renewal

AcSEED Accreditation

The AcSEED review of your Award Renewal application is now complete. The review concluded that St Philip's School continues to meet the AcSEED criteria for emotional wellbeing and mental health support whilst also demonstrating a strong focus on continuous improvement, and has therefore been re-accredited with The AcSEED Award. Congratulations!

Term of Accreditation

Your AcSEED accreditation is valid for a further period of 3 calendar years from the date of this award, after which you may apply to renew the accreditation.

Assessment Observations

Since your last application, the AcSEED review team were particular impressed by:

Wellbeing and safeguarding offer.

Silver Healthy schools Action Plan developed ( Universal )

CAAARC (Creating an actively anti-racist culture) views from staff, students and governor now being collated and will be presented in a report with recommendations by the end of June- J

Mental health week- Nature

**2019/2020**

Wellbeing and emotional support team (WEST)

ELSA

Student Support Worker ( transactional analysis )

SPA (single point of access)

Police teams

Operation Encompass (The Box)

45mins of PSHE per student per week

Breakfast club

SDQ all students x twice yearly

News board

Safeguarding and Prevention Officer (full time post)

Safeguarding Ambassadors

Mental Health Week

Animals used for wellbeing and regulation difficulties

Flow charts for the management of safeguarding and protecting children from harm themes

Student Support dog

School nurse Team delivering enrichment ( RSE)

Health drop in with School Health Practitioner

Coffee mornings
Healthy Schools awards 2xGold
Investors in children award (student voice)
AcSeed Award (mental health and wellbeing)
Tender Award (promotion of healthy relationships )
SLT open door policy
Snap back resilience programme
Snap back <i>digital</i> resilience programme
Social Stories
Restorative Justice
The Box – An online training programme considering the risks and disadvantage for those with SLCN Research shows that a high number of offenders have speech, language and communication needs. Antisocial behaviour, school exclusion and custodial sentences can be a direct result of these needs. The Box aims to develop your understanding of what communication difficulties are, and the possible impact on the individual and on your work with them

<b>TARGETED PROVISION</b>
<b><i>Safeguarding/ Child Protection / Wellbeing</i></b>
<b>2021/2022</b>
Bikeability programme
Additional targeted themes for RSE:  Accepting romantic rejection/ how to end a relationship respectfully.  Incel movement and sexual harassment.  Dangerous/ unhealthy tiktok trends- (silhouette challenge, iPhone cable challenge, buss' it challenges, neck breaker challenge, blue whale challenge)  WhatsApp group/ online bullying/ WhatsApp scams/ message spamming/ sending sexual content & the law.  Use of homophobic/ racist/ sexist language as casual insults and the implications/ severity of this.  <a href="https://www.bbc.co.uk/bbcthree/article/8005c989-3226-435b-b87c-da5ece40fad3">https://www.bbc.co.uk/bbcthree/article/8005c989-3226-435b-b87c-da5ece40fad3</a>  <a href="https://www.google.co.uk/amp/s/www.vice.com/amp/en/article/43z4vg/a-collection-of-revolting-texts-from-men-who-got-rejected">https://www.google.co.uk/amp/s/www.vice.com/amp/en/article/43z4vg/a-collection-of-revolting-texts-from-men-who-got-rejected</a>  <a href="https://www.google.co.uk/amp/s/www.dailymail.co.uk/sciencetech/article-6391387/amp/Group-chat-cyberbullying-big-worry-parents-survey-shows.html">https://www.google.co.uk/amp/s/www.dailymail.co.uk/sciencetech/article-6391387/amp/Group-chat-cyberbullying-big-worry-parents-survey-shows.html</a>
Equality and Diversity Committee- To ensure vulnerable groups are heard, and can raise concerns, make complaints and ensure action is taken with regards to any themes that impact students wellbeing, for example racism, sexism,

homophobia, sexual harassment and any other theme that affects our students wellbeing and mental health- BW
Equality and Diversity Committee first meeting
Sustainability Committee - action
Post 16 WEST drop in lunchtimes
<b>2020/2021</b>
Eco Transactional analysis group (compliant and isolated pupils )
New School health clinic set up for Years 10/11
Wellbeing/ Mental Health conference for year 10 students
Mental Health Conference for the year 10 students. The aim of this conference is to raise awareness of mental health, increase knowledge and ultimately come up with a whole school mental health action plan!
The conference is made up of a few sessions looking at: Intro to mental health, resilience/ how we can build up others, stigma & discrimination and where to get help or how to support your friends.
Following the conference, we will be looking at recruiting a number of Mental Health Ambassadors. This will be a group of (year 10) students who would like to put themselves forward to implement the action plan.
They will have regular meetings with the School Health Practitioner and be a part of planning other MH events around the school i.e. mental health awareness week.
On The Level- is an interactive, youth-presented, TV show, broadcast directly to Years 8 and upwards online. Pupils interact with the events via their digital devices from their home or classroom, receiving real-time feedback and connection with peers. Access is free using accessible apps and platforms. All content and data shared during these sessions is secure and confidential. All pupils to rapidly gain increased awareness around risks to their own Mental Health; this is explored in a safe online space, presented and engaged by young people 'On The Level'. Increased and evidenced uptake of digital counselling through practical usage of Kooth - available immediately during these sessions. Pupils and teachers will learn effective strategies to reduce anxiety through practical exercises and interaction with the presenters. Pilot video: <a href="http://www.youtube.com/watch?v=yPW5jnXev8k&amp;feature=youtu.be">www.youtube.com/watch?v=yPW5jnXev8k&amp;feature=youtu.be</a>
Girls from year 8 – P16 Gurls Out Loud campaign - <a href="https://www.iwf.org.uk/selfgenerated-prevention-campaign">https://www.iwf.org.uk/selfgenerated-prevention-campaign</a> Assemblies
Change foundation Fencing programme 10 week pilot – young people ASD physical coordination/ esteem development ( lunchtimes)
Review and reflect on procedures/ intervention and responses to <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf</a>
Sexual violence and sexual harassment in light of Everybody's invited website.
Healing together small groups linked to anxiety (Sept)



Headteacher teaching RSE to year 10 boys, year 10 girls are taught by the PSHE co-ordinator themes including, Healthy relationships, understanding what a healthy relationship looks like, spotting signs and behaviours of an unhealthy/ abusive relationship.

Autumn 1, Session 1: Conception & Sex and Relationships Q&A (Important for teachers to get an idea of how much/ little students know about sex and relationships)

Autumn 2 Session 2: Sexual consent, making the right choices and decisions for you

Spring 1 Session 3: Contraception and Sexual Health

Spring 2 Session 4: Healthy relationships, understanding what a healthy relationship looks like, spotting signs and behaviours of an unhealthy/ abusive relationship.

Summer 1 Session 5: Communication in a relationship & Accessing sexual health services

Summer 2 Session 6: Recap of everything covered over the sessions and opportunity for students to ask any questions they might have. Emphasis on conception, ensure students fully understand what sex is.

On The Level Surveys completed and certificate received.

Mental Health Ambassadors

**2019/2020**

Social and Therapeutic Horticulture project

Enhanced PSHE

School Health Practitioner

The Change Foundation (girls win programme)

TENDER (acting to end abuse workshops)

Lego Therapy

Assessments including RCADS / Spence

Educational Transactional Analysis practitioner (Year 2 of 3 study)

Chef Club

Horse riding/ stable management

Individual visual timetables

Woodlands Approach Group Yr 7's

Tender - collaboration with Year 9 students developing an online game for neurodiverse teenagers, designed to support their understanding around relationships ( funded through Comic Relief )

Educational transactional analysis targeted support for students

"Under your skin" theatre production theme of "self-harm"

Girls Win - uses sport to empower young women to think more positively about their future.

**SPECIALIST PROVISION**

***Safeguarding/ Child Protection/ Wellbeing***

**2021/2022**

Healing together programme to begin with individuals

RSE with individuals and safer schools police officer

<b>2020/2021</b>
EP – direct work – RG
Targeted “Brief Therapy” for support in literacy – JG
“ Healing Together “ individual one to one work with those who have experienced the impact of Domestic Abuse.
<b>2019/2020</b>
Independent EP support
Dramatherapist
Art Therapist
School Health Practitioner
Boxall profile assessment
Multi Element Plans
Colourful Semantics, Language for Thinking, Word Aware
Colourful Semantics with Shape Coding
Sequencing frame pictures to develop vocabulary in conjunction with Colourful Semantics
Colourful Semantics and Poric for concepts
Word Wizard- Word Web-Mind Maps, Mr Good Guess- To support vocabulary acquisition / vocabulary book, find and share information
Semantic Links
Phonological Group
Lego Therapy Group
Phonological work- Targeting recommended speech sounds
Memory Magic and inference
Attention and listening- Barrier Games to develop listening skills
Functional phrases to aid and develop verbal communication and AAC Device
Transactional Analysis ( working with Woodlands Group)

### St Philips School – Staff Wellbeing Offer

#### Provision

<b>UNIVERSAL PROVISION</b>
<b>STAFF</b>
<b>2020/2022</b>
1 hour per week will be used for team building/stress busting. If you wish to deliver a “staff afterschool club” please send in your proposals.
Staff choir
Adult Yoga sessions on a Thursday between 4.20-5pm. All ability levels are welcome, there will be a small fee - it will be a bargain compared to normal yoga class prices
Health and wellbeing session for staff in the sports hall. This week we will be playing table tennis and badminton. This is a drop-in session from 4:00-5:00 and anyone is welcome to join.

Create a Wellness Action Plan. Enhancing current wellbeing initiatives for staff will incorporate:

- the development of a 'Supervision' structure of support
- subject areas to support staff wellbeing such as wellbeing through music /sports sessions
- Bereavement and stress counselling or employee assistance delivered or signposted as appropriate

Fire pit Friday – Monthly get together 3.30 to 4.30 round the fire  
As part of a staff wellbeing initiative, Sean and I are planning on setting up 'Firepit Fridays'. This will be a once monthly event on a Friday after school from 3:30-4:30pm.

It will be a chance to unwind around a fire, chat, share, sit, listen, stare into space, do whatever you feel like you need to do to set you up for a good weekend really (within reason!).

**First Firepit Friday:**

**Date:** Friday 10th December

**Time:** 3:30-4:30

**Location:** Firepit in Nut Walk

**2020-2021**

Next week's CPD is a virtual session on Mental Health, starting at 4pm to give everyone a chance to get home to access it. Please see the joining instructions below:

CCW Performance is inviting you to a scheduled Zoom meeting.

Topic: CCW Performance - St Phillips MH Presentation

Lateral flow testing offered for all staff weekly

Early vaccine and boosters

Sessions to learn an instrument or develop skills on an instrument staff already play.

End of term party for staff and family – Thank you for being the rocks for the rocks.

**2019-20**

SLT open door policy

Induction new staff

CPD programme across the year.

Employee Assist program

Information, advice and guidance on display

Perk Box membership

End of term celebrations such as Christmas party, BBQ etc.

Inter School sports events

Mental Health Week

Animals used for wellbeing

Student Support dog

Family action day

Staff survey and consultation sessions

Team building activities

### TARGETED PROVISION

#### *Staff Wellbeing*

**2021/2022**

Safeguarding clinic half termly for all new staff ( DSL and Deputy head) practical support for managing challenges and embedding SG updates.

Small group CPD

Small group mentoring

SLT open door policy

Sporting activities eg boat race

Weekend away/team building/murder mystery

Employee Assist program

### SPECIALIST PROVISION

#### *Staff Wellbeing*

**2021/2022**

Specialist dramatheapy

SLT Open door – meaning supervision, bespoke development pathways and training.

1:1 mentoring

Dramatherapy for staff

Supervision

Buddy system/line manager

Funding and support for individual further development

Access to resources/facilities outside of school

Employee Assist program

### Annex Covid 19 measures

#### **Specialist Provision**

1:1 Transactional Analysis sessions using Zoom

Dramatherapy 1:1 sessions using Zoom

Head Teacher home visits and picking up most vulnerable to transport them to and from school.

At risk students – Lunch, safeguarding and day provision

Wellbeing walks with hard to reach students

#### **Targeted Provision**

Delivery service set up – homework, work books, food vouchers and food parcels ( 100's of deliveries)

School open over the holidays to support Key Worker Children

Development of a bespoke RA to meet the needs of children needing therapy via Zoom.

Bereavement training via Cruse ( gradual roll out over school teams)

#### **Universal Provision**

Whole school RA –Rag rating and identifying the most vulnerable

**Strand Leaders developed: (abridged overview)**

Safeguarding/ Wellbeing Strand- *Daily check-ins with our most vulnerable families, Receiving and processing referrals/concerns, Providing specialist therapy sessions remotely, phone targeted sessions with vulnerable students, RA's*

Admin Strand - *Opening, maintain and supervising site, fielding enquiries and signposting to appropriate strand*

Delivery Service Stand -*Processing and collating orders of food, work, equipment - loading vehicles and delivering to families*

School Provision Strand - *Providing day provision for children of frontline workers or in most vulnerable category providing ad hoc day provision for children who are most vulnerable or to support parents*

Home Learning Strand- *Providing structure, routine and some form of education to the 89% of students who are at home, reporting any safeguarding concerns they may come across through their regular contact, being first port of call for parents and students*

Clear roles and responsibilities for Strand leads

Daily updates to all staff

Weekly planning meeting with Strand Leaders

Regular sharing of good news from Headteacher for example: *“some well-deserved recognition is heading the way of the education sector. Ed Davey has been in touch to pass on his thanks “I wanted to send a short note to **thank you** and your staff for everything you are doing in these extraordinary times. I know many local parents are extremely grateful.” Gavin Williamson has also sent a letter to all those in schools (please see attached).*

And another from a parent: *“We’re incredibly grateful for your support and we couldn’t do our jobs on the front-line without your help.” (Parent who is currently training a team of ICU nurses who will be leading at the new Nightingale Hospital).*

Staff wellbeing- Memo from Lisa Watkins and attachments giving information on what is available to staff as OHCAT employees.

**Live assemblies from the HT to students and families examples:**

**Assemblies**

**Week 1 – The importance of structure** –shows and example timetable and explains why keeping routine at home is important

**Week2 -After this is over** – designed to support mental health and help students to remain hopeful.

**Week 3 – What can you do.-** Encourages students to think about ‘controlling the controllables’ so they do not get overwhelmed by the current situation.

**Week 4 - Easter Assembly** – designed to motivate students to keep being creative and work hard at home.

**Week 5 - Poetry comp** -designed to motivate students to write a poem based on KittyO’meara’s *And People Stayed Home*

**Week 6 - Anne Frank** - designed to get pupils to look at the positives

Web site live and being updated daily

Weekly letters to parents

Parent Mail set up

Easter egg completions- photos of students working at home- prizes hand delivered.

### CPD Safeguarding and Wellbeing -Overview Whole Year 2021-22

Whole School Safeguarding CPD event – All staff

Level 3 Andrew Hall SG training – Ben Walsh, Debbie Battle

New staff safeguarding clinic with DSL and Deputy HT- managing challenges, embedding SG updates.

Supervision (external) –DSL, Student Support Worker, ELSA, Therapists

DSL on-line forum- JWV- all OCHAT DSLs

DSL supervision (internal) – JWV

SSS Learning -New revisions of **Keeping children safe in education (KCSIE 2021)**, also **Sexual Violence, Abuse and Harassment between** 100% pass rate is required – all staff.

Multi agency safeguarding meeting (Achieving for Children) – DSL

Behaviour management (all staff) – Deputy Head

Introduction to gender diversity- Jon Fleming – All staff

Supporting Gender Questioning and Gender Diverse Students in the school population – Jon Fleming – All staff

Careers and Gatsby Benchmark – LB – All staff

Multi agency safeguarding meeting SEN Sara Doyle – DB

Mental Health First Aid (MHFA) training – ST all staff

Emotional wellbeing for children with severe and profound intellectual/learning disabilities-JC- Targeted staff

PREVENT duty – all staff

Fire Safety Awareness in Educational Settings – All staff

## CPD Safeguarding and Wellbeing -Overview Whole Year 2020-21

- Andrew Hall Safeguarding in schools – All staff
- Assessment in RSE (PSHE Forum) – DB, LB
- Edu Pod – DB
- **AFC DSL (LSCB) Forum** (Safeguarding Partnership, Lucy MacArther)  
LSCB:  
Themes including, Creating an actively Anti-Racist culture,
- **DSL Forum (OHCAT JWJ)**
- CTA (certified transactional analyst) – SH
- Advanced ECO TA training- SH
- PSHE Working Group (AFC) –DB, LB
- Solution focussed Brief Therapy (Hope Therapy) - JG
- Basic Aspiration Awareness – CM, SM
- Statutory RSE SEND (advanced) –LB
- **AFC Virtual School Forums:** Themes including, Understanding diversity and equal opportunity in the care-experienced population, Attachment Aware Schools,
- Prevent Duty – All staff
- MHFA – selected staff
- Data Protection - Sentry Compliance – All Staff
- The Box – All staff - [What the training is all about:](#)

*This training is incredibly relevant to our student population; it focuses on the basic knowledge of speech, language and communication and why this is important. It particularly focuses on how these can be affected in students like our own, whereby their needs are mild to moderate, and may cause communication breakdowns.*

*The full programme is tailored at young people in the justice system that have offended, but I have selected essential core modules for you to complete that will be highly relevant to our student population. This is because many of the young people in the youth offending system may have unrecognised speech, language and communication issues due to these being so mild and moderate. Many of our student population have the same difficulties due to many of the general population not recognising their true needs.*

- CCW- Ryan Morris who is an ex-Royal Marine Can'tCanWill mental health programme – All staff
- Healing Together - *is a 6 session trauma informed programme to support children impacted by domestic abuse. With the increase in domestic abuse, and very little support for the hidden victims - children are not able to access the support they need. The facilitators programme enables staff (social workers, early help workers, educational staff etc) to attend 3 days of*

*training (via zoom) and deliver the programme to the children (6-16 years). By becoming a member of the community, they will be able to access our online platform which houses all of the resources, access ongoing webinars and support from our clinical team.*

*The Healing Together programme enables children to access early intervention by people they trust, and in a space they feel safe – PSHE teacher to attend*

- **AFC DSL (LSCB) Forum – Everyone's invited – DB**
- **Understanding sexualised behaviour (through the adopters hub)**  
[theadopterhub@pactcharity.org](mailto:theadopterhub@pactcharity.org) – AA
- The Darker Side of PDA: Exploring & Destigmatising Distress Behaviours – DB  
(have bought a copy of the lecture which can then be shared)
- Managing Behaviour (refresher) – AH (all staff)
- OCHAT DSL conference – DB
- Poverty and supporting families with new need (**AFC DSL Forum**)

*As a result of the pandemic many families have new financial needs and may be ashamed or self-conscious about asking for help. Do publicise local services for those in financial need, such as food and essential Kingston and Richmond for vulnerable (including SEND) families in need or for universal help the Citizens Advice Richmond AfC's programme of activities for children in receipt of FSM or in high need of support is here. An overview of support from the Richmond voluntary sector is here and Kingston Voluntary sector is here.*

- **Mothers Against Muggings (AFC DSL Forum)**

*Mothers Against Muggings is a local action group that was coFounded by two passionate mums, Barbara Lingle-Elliott and Felicity Barkus to tackle the youth mugging situation in Richmond and beyond, working with the local police and community safety teams. Barbara & Felicity deliver and provide age appropriate, live or digital assemblies to primary and secondary school students, that educate and empower our young people on how to stay safe on the streets. The school programmes provide young people with helpful hints and tips on how to stay safe (when they are alone or with friends) and what to do / who to call if something happens. If you are interested to know more, please contact [info@mamedu.co.uk](mailto:info@mamedu.co.uk)*

- **Traveller children (AFC DSL Forum)**

*Gypsy, Roma and Traveller communities have significantly lower educational outcomes than the rest of the school population, with just over 10% of Gypsy and Roma children, and 21% Irish Traveller children achieving GCSEs at the end of KS4. The Traveller Movement cites discrimination and marginalisation experienced at school, and teachers mention their frustration at long periods of*



*unexplained absence from their schools, and problems of holding onto their students for long enough for them to complete their GCSE courses and take their exams. school represents these communities best chance of providing their children with the skills which will make them economically useful, and enriching their lives with wider opportunities to participate in the world around them. Ofsted sets out expectations for schools in its Provision and Support for Traveller Pupils (HMI 455, 2003), that schools should promote and affirm the culture and lifestyle of Gypsy, Roma Traveller pupils in a way that reflects recent legislation on race equality, and urges schools to take greater responsibility for promoting and sustaining links with GRT families. The highly mobile lifestyle of GRT families is exacerbated by the shortfall in site provision, and families will often have substantial periods of time on the road to take up seasonal employment. Gypsy Roma Traveller children have a home school, known as their base school, where they are registered and where they are expected to spend at least 200 days of education. It is the responsibility of the base school to track families onward to the schools where children may be temporarily resident.*

### **CPD Safeguarding and Wellbeing -Overview Whole Year 2019-20**

Cruse bereavement training – 20 more staff

Assessment and monitoring RSE – DB, LB

RSE and the LGBT community – LB

PSHE Forum – DB

DSL OHCAT Mini Conference – DB

ECO Transactional analytical training for – SH, LF *This programme is the first of its kind – an introductory experience into ecotherapy and holistic education practice and theory. Hosted by the Berne Institute and delivered by Hayley Marshall, PTSTA (P) and Giles Barrow TSTA (E), participants will be given opportunities to explore how nature, landscape and environment can provide powerful agency into clinical and educational practices.*

Tender all staff training – safer relationships – SH

Prevent Training – All staff

DSL Forum- DB

Multi agency safeguarding meeting – DB

OHCAT DSL Forum – DB

Governors OCHAT conference- DB, LB, NM, BW

Sustainability project meeting (Healthy School) - CM, ST, BW, JC, CP, DB

Transactional Analysis in the Classroom, Staffroom & Beyond – All Staff

Safeguarding Updates All Staff- DB, BW

On-Line Safeguarding training SSS Learning – All Staff

Prevent Training –AH- All Staff

Professional standards and behaviors –All Staff - AH, BW

Zones of Regulation – KH, DC, GH

Prada-Willi Training – All staff – PL (outside agency)

Attachment and trauma training – (outside agency)

LGBTQ Awareness – All staff - ST

Cycle of development reflective workshop for targeted staff – SH, Josh

MHFA – 16 staff – ST

PSHE primary curriculum training – LB

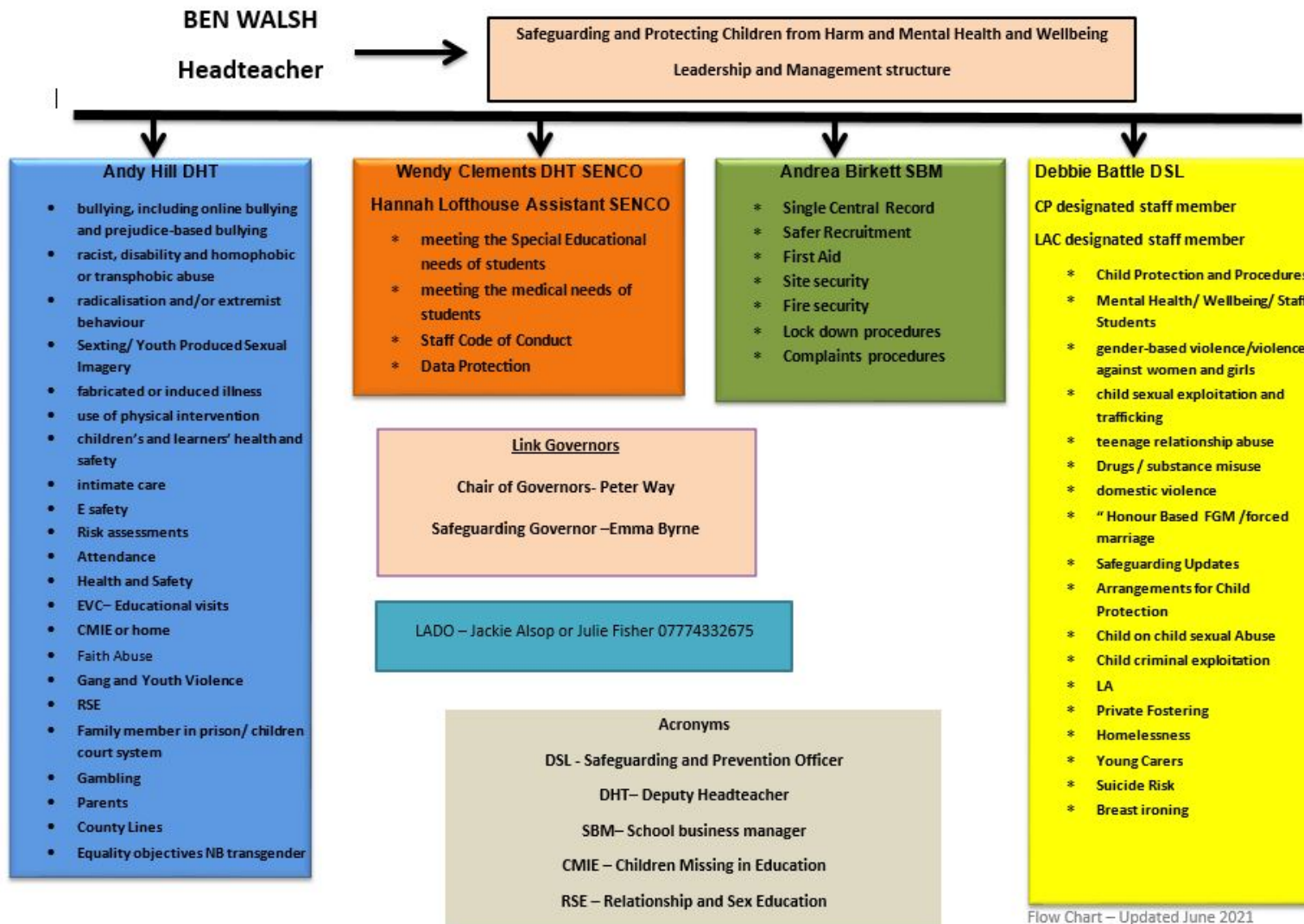
PSHE Forum – LB, DB

Designated LAC training - DB

The Box – An online training programme considering the risks and disadvantage for those with SLCN *Research shows that a high number of offenders have speech, language and communication needs. Antisocial behaviour, school exclusion and custodial sentences can be a direct result of these needs. The Box aims to develop your understanding of what communication difficulties are, and the possible impact on the individual and on your work with them* - GH.

Domestic and sexual violence focus group – DB

DSL Conference- bereavement



**Safeguarding – Prevention, Welfare, Wellbeing and Mental Health – Debbie Battle Lead**

