

Full Governing Body Paper – Safeguarding Update Report	
From: Gary Anderson – Designated Safeguarding Lead	Date:
Date of meeting: 4 th June 2026	Agenda Item No.
Aim of paper: For the Governing body to be updated regarding Safeguarding. Governors receive the full Annual Safeguarding Report in July, with termly updates (like this) .	
Action required: receive the report.	
Strategic Objective: Ongoing priority	

Introduction Benevolent Childhood Experiences (BCEs) and Safeguarding at Beam

The impact of Adverse Childhood Experiences (ACEs) has been considered since the 1990s. Childhood is an important time in a person’s brain development and wellbeing, shaping their future health, relationships and overall success in life.

So relatively recently BCE’s [Benevolent Childhood Experiences] have received significant recognition as to their importance in counteracting negative childhood experiences.

Introduced (by AJ Naryan et al.) as a direct counterpoint to the ACEs framework, BCEs are positive, supportive moments, experiences, and opportunities that help safeguard vulnerable children, particularly those dealing with adversity or living in unsafe environments.

I am inviting you to consider the idea of BCE’s and how they inform our safeguarding culture at Beam. By prioritising safety, emotional support and inclusion, we can help nurture Benevolent Childhood Experiences (BCEs) that foster positive relationships, build trust and strengthen resilience.

“Trauma changes the brain, but so does positive experience.” (Dr Bruce Perry)

We are seeking further validation of his part of our culture of vigilance and safeguarding by reapplying for an extension of the **Wellbeing Award for Schools (WAS)** which we have held for the past 6 years. Our Wellbeing Lead (Melanie Kyreziu) is coordinating the “change team” that leads on this project that requires support of the Governing Body (please).

Child Protection and Safeguarding update for Governors Spring and Summer 2026

Policy and Procedures:

Maintaining a Safe and Nurturing School Environment: When children feel physically and emotionally secure they are able to thrive and reach their full potential. We ensure pupils feel safe by implementing key safeguarding policies that protect students including from child-on-child abuse and ensuring that safeguarding concerns are recognised, monitored and responded to effectively.

Operation Encompass continues: Governors are informed that our school continues to receive notifications as part of Operation Encompass which is a police and education early intervention partnership that enables police to notify schools by 9 a.m. the next school day when a child has experienced domestic abuse (this includes children who witness domestic abuse and are therefore also victims.) This enables schools to provide immediate, tailored support, helping children cope with the impact of abuse. Beam have been included in this for several years but is noted here as the scheme is now a legal requirement in England and Wales.

The Children’s Wellbeing and Schools Act received Royal Assent on April 29, 2026. (we had expected the Act last summer). Importantly for safeguarding this includes changes to whether parents can opt to home educate particularly if they have had social care involvement and a move to create a unique

identification number to help track social care involvement across authorities. (These are both important issues that Beam has wanted to be brought to attention for a long while)

Keeping Children Safe in Education 2026. The 2026 draft of Keeping Children Safe in Education introduces updates on safeguarding culture, online safety, gender identity, serious violence, and multi-agency working, with new terminology reflecting AI and technology risks. Now at 201 pages this statutory guidance is expected to go live from the start of September. We will ensure policies and update training across the school are in place in time.

A team approach:

Building Positive Relationships & Trust: Weekly Safeguarding meetings continue. These ensure information is shared, action is planned and monitored, vulnerable children and families are identified and consideration is given to concerns that have been identified each week. Swift and efficient record keeping happens through our electronic system called CPOMS

A widening of safeguarding leadership and action has been introduced ensuring that full coverage is in place even when it is not a working day for the DSL Designated Safeguarding Lead (me). Senior Leaders are now Deputy DSLs and as stated within KCSIE any deputies are trained to the same standard as the named DSL.

Strong relationships built upon trust are vital BCEs for at-risk children. Research shows that even one stable, positive relationship with an adult can offset the effects of ACEs. By focusing on supportive, honest and trauma-informed approaches, schools can offer more personalised and valuable support for children.

Belonging at Beam:

Encouraging a Sense of Belonging: Pupils who feel connected to a supportive community are more likely to have positive relationships with their peers and thrive at school. We encourage a welcoming, whole-school culture by promoting inclusivity and diverse communities and offering opportunities for children to ask for help. Pupil Parliament is responding to what children have been saying and preparing an assembly on the subject of Belonging. Wellbeing promotion continues and communication routes are in place. Individuals are being helped this term through Nurture groups, ELSA sessions, a year 6 project with Place 2 Be, and School Councillor on site sessions.

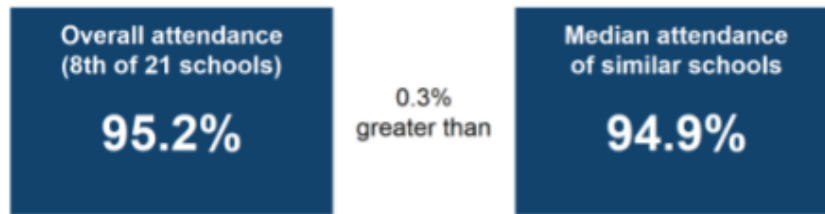
Attendance:

This information is from the DfE document Beam Primary School -Similar schools comparison report 2025 / 2026, first half of spring term (academic year to date)

Your school's attendance baseline improvement expectation	95.8%
Your school's attendance in 2024 to 2025	95.5%
Your school's 2018 to 2019 attendance (pre-pandemic)	95.4%
Similar schools upper quartile attendance 2024 to 2025	95.2%
Your school's current attendance	95.2%
National average (primary)	94.9%
Local authority average (primary)	94.8%
Median attendance for all similar schools in 2024 to 2025	94.3%

to Monday 16 February 2026.

Overall attendance



Pupil group	Your attendance	Similar schools' median attendance
All pupils	95.2%	94.9%
Pupils with FSM	94.8%	94%
Pupils with no FSM	95.4%	95.5%
Pupils with SEN	93.9%	93.3%
Pupils with no SEN	95.6%	95.4%

Local Authority Comparison

Academic year to 26 March (Autumn and Spring terms)

Whole school

Attendance measure	Percentage	Ranking
Overall attendance	95.1%	You are ranked 16th out of 44 schools
Overall absence	4.9%	You are ranked 16th out of 44 schools
Authorised absence	4.5%	You are ranked 39th out of 44 schools
Persistently absent	13.4%	You are ranked 18th out of 44 schools
Unauthorised absence	0.5%	You are ranked 2nd out of 44 schools
Severely absent	0.2%	You are ranked 12th out of 44 schools

Pupils with SEN

Attendance measure	Percentage	Ranking
Overall attendance	93.7%	You are ranked 23rd out of 44 schools
Overall absence	6.3%	You are ranked 23rd out of 44 schools
Authorised absence	5.4%	You are ranked 38th out of 44 schools
Persistently absent	17.2%	You are ranked 20th out of 44 schools
Unauthorised absence	0.8%	You are ranked 5th out of 44 schools
Severely absent	0.0%	You are ranked 1st out of 44 schools

Pupils with FSM

Attendance measure	Percentage	Ranking
Overall attendance	94.4%	You are ranked 10th out of 44 schools
Overall absence	5.6%	You are ranked 10th out of 44 schools
Authorised absence	5.0%	You are ranked 36th out of 44 schools
Persistently absent	17.2%	You are ranked 13th out of 44 schools
Unauthorised absence	0.6%	You are ranked 2nd out of 44 schools
Severely absent	0.0%	You are ranked 1st out of 44 schools

National Comparison

Whole School

Your overall attendance
95.1%

You are in decile 6, the bottom
40-50% of schools

Pupils with SEN

Your overall attendance
93.7%

You are in decile 5, the top
40-50% of schools

Pupils with FSM

Your overall attendance
94.4%

You are in decile 2, the top
10-20% of schools

Summary

In conclusion, for vulnerable children, including those affected by safeguarding concerns or challenging home circumstances, we can play a vital protective role by weaving BCEs into our everyday culture and practice. By creating an environment that is safe, nurturing and inclusive, we help reduce the harmful effects of ACEs and support better outcomes for all pupils.