

Full Governing Body Paper – Safeguarding Update Report	
<b>From:</b> Gary Anderson – Designated Safeguarding Lead	<b>Date:</b> 26 <sup>th</sup> September 2024
<b>Date of meeting:</b> Wednesday 9 <sup>th</sup> October 2024	<b>Agenda Item No.</b>
<b>Aim of paper:</b> For the Governing body to develop awareness of Safeguarding action plan	
<b>Action required:</b> For the Governing body to review and note the report.	
<b>Strategic Objective:</b> Operational Plan 2024 - 25	

### Introduction

This report provides a comprehensive overview of how the Safeguarding objectives feed into the school's operational plan. It highlights our school's strengths, identifies areas for improvement, and outlines strategies for enhancing the quality of provision.

### Background

Beam Primary School received its Ofsted inspection in 2019.

- This was the second section 8 inspection judged to be 'good' on 24 May 2011.
- Context - Deprivation above average; EAL well above average; %EHC well below average; % FSM above average.

Safeguarding (Ofsted inspection 2019 )

The arrangements for safeguarding are effective. Leaders, including governors, ensure that a culture of safeguarding is promoted throughout the school. They use their training on safer recruitment to ensure the required checks are made of all staff. Leaders make timely referrals to appropriate agencies so that pupils receive support quickly.

Pupils told me that they have training to keep safe on the internet, including the risks of cyber bullying. They receive advice that is appropriate for their age. Pupils are given accurate information on how to stay safe, and they know what to do if they are worried.

Note: current framework requirement means there will just be effective or not on reports.

### Operational Plan 2024 – 25 overview updates

Area of focus:		Update
Behaviour for Learning:  Pupil Wellbeing	Pupil Parliament and Wellbeing Ambassadors to feedback, representing pupil voice.  Pupil Parliament play an active role in democratic decision making across the school.	Key stage 2 Pupil Parliament elections held and representatives chosen by class.
Attendance Officer, PSA and DSL to continue to drive high standards of attendance and	Maintain consistency amongst year teams; holding half termly meetings with teachers reporting to SLT each half term on improvements in	Attendance: Attendance office is part of weekly safeguarding team meetings. Progress reported later in report (very encouraging)

punctuality across year groups	attendance, behaviour and punctuality	Development points also later in report
Attendance is in line with or better than the national average.	Improve consistency amongst year groups through effective line management and engagement with the Pupil Attendance Officer and /or DSL to target pupils to improve attendance through parental meetings	On track to achieve better than national average  Systematic approach includes parent meetings  New policy (keeps us in line with guidance updates)
We have a culture that is safe and supportive	Maintain a strong safeguarding culture using clear policies and systems and effective staff training and pupil education	Updated safeguarding Training
Behaviour- CE	<p>Reporting and communicating to parents</p> <p>Analysing behaviour by trend and year group</p> <p>Friendship Forum Club- every lunchtime</p>	<p>Behaviour incidents (both positive and negative) are logged on C-poms and G4S. G4S notifies parents daily. Key behaviour incidents notify SLT instantly for this to be dealt with at a leadership level.</p> <p>Weekly, CE analyses the behaviour reporting platforms for trends and persistent occurrences. From this, CE discusses necessary information in our weekly Safeguarding meeting and will channel outcomes to relevant department leaders- for example: DH for parental support, KM for SEND, LC attendance, PGL for monitoring of key pupils within their phase.</p> <p>CE has started a new initiative called Friendship Forum Club at lunchtime to provide pupils a safe space to talk to a member of staff and partake in a restorative conversation regarding anything that they may want to share.</p>

## Policy and Procedures:

Child Protection and Safeguarding Policy has been updated to ensure compliance with changes in Guidance (Keeping Children Safe in Education amendments effective for September 2024)

**Staff training:** Update safeguarding training for staff has been done in role specific groups including a session specifically for those in the school working with our children with SEND (this was delivered by the SENDCO Kelly Mooney along with the DSL)

## Keeping Children Safe in Education Key Updates for 2024

Basically there were only 'technical' changes to KCSIE for September 2024, (more substantively updated document due in 2025.). However, it is interesting that there are some changes in wording of the document that add emphasis to some areas of the emerging issues in safeguarding.

### Defining Abuse, Neglect, and Exploitation in KCSIE 2024

Perhaps the most significant change in the guidance, is the addition of the word 'exploitation'. Throughout the document where previously the phrase 'abuse and neglect' were used, this has now been replaced by 'abuse, neglect, and exploitation'.

This is important to our school as Exploitation is included to remind us that abuse might not just occur in the home, but it may also occur outside of the home environment, including online. Exploitation can include instances where a child or young person may be groomed to become involved in sexual or criminal activity. The language choice highlights children must not be viewed as an offender but as a victim.

### 'Contextual Safeguarding'

The updated version of KCSIE also adds to the definition of safeguarding so it now includes the phrase "protecting children from maltreatment, whether that is within or outside the home, including online." Practitioners have been referring to this idea as 'Contextual Safeguarding'. This is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families.

It expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors.

### Alignment with Working Together to Safeguard Children Guidance

Many of the linguistic changes to KCSIE 2024 are to bring it into line and be consistent with the guidance document 'Working Together to Safeguard Children 2023' that was updated in December 2023. Crucially, the updates make reference to 'Early help' and includes: "Providing help and support to meet the needs of children as soon as problems emerge."

This matches our safeguarding culture at Beam as it represents an important focus on providing support at the earliest opportunity.

### Additional (Linguistic )Updates to Note

The harm done to children by living in an environment where domestic abuse occurs has been underlined with a reminder to practitioners that the harm may be caused "where they see, hear or experience its effects." This is an important factor to note

when recognising the impact of domestic abuse in children and young people which may extend beyond signs of physical harm.

The wording “Deliberately missing education” has also been changed to the more accurate and less pejorative “unexplained and or persistent absences”. When considered in the context of as many as 117,000 children missing from education in 2022/23, this reflects a significant shift towards understanding the causes of children missing education, over a punitive approach which lays blame on victims. Again, this aligns with our values based policy and practice in responding to attendance issues.

The section entitled “children who are lesbian, gay, bi or trans” has been replaced by the phrase “children who are lesbian, gay, bisexual, or gender questioning”. However, this section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

### The Importance of Information Sharing

Keeping Children Safe in Education 2024 now also requires that those working with children and young people should record “all concerns, discussions and decisions made including the rationale for those decisions. These recordings should include instances where referrals were or were not made to another agency such as LA children’s social care or the Prevent program etc.”

This has resulted in a review of our recording on CPOMS and tightening the robustness of our record keeping. We recognise that recording why we decided not to refer a matter to children’s services may be as important as why we decided to do so. Recording the rationale for decisions even if that decision was to wait and monitor the situation, or not refer can be very useful to counter allegations and criticism that the school did nothing.

**Information Storage and Sharing:** 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

### **Safeguarding Training for Governors:**

This is particularly important. Cllr Lumsden as link Governor with the DSL is undertaking specific update training. Whilst having one who know a lot is useful it is still essential that all Governors have a solid understanding that ensures effective leadership of Safeguarding. Schools are expected to make sure that governors have received appropriate safeguarding training (and are able to ask constructive challenging questions.)

### **Governors are asked to confirm they have read (at least) Appendix A of Keeping Children Safe in Education (KCSIE, 2024)**

Cllr Lumsden is completing Governor (online) training with The National College titled Annual Certificate in Safeguarding for Governors for Primary Schools & Academies (2024-2025). Completion of all modules takes about 90 minutes. This is open to all Beam Governors. Accounts with The National College can be set up on request.

### **Attendance:**

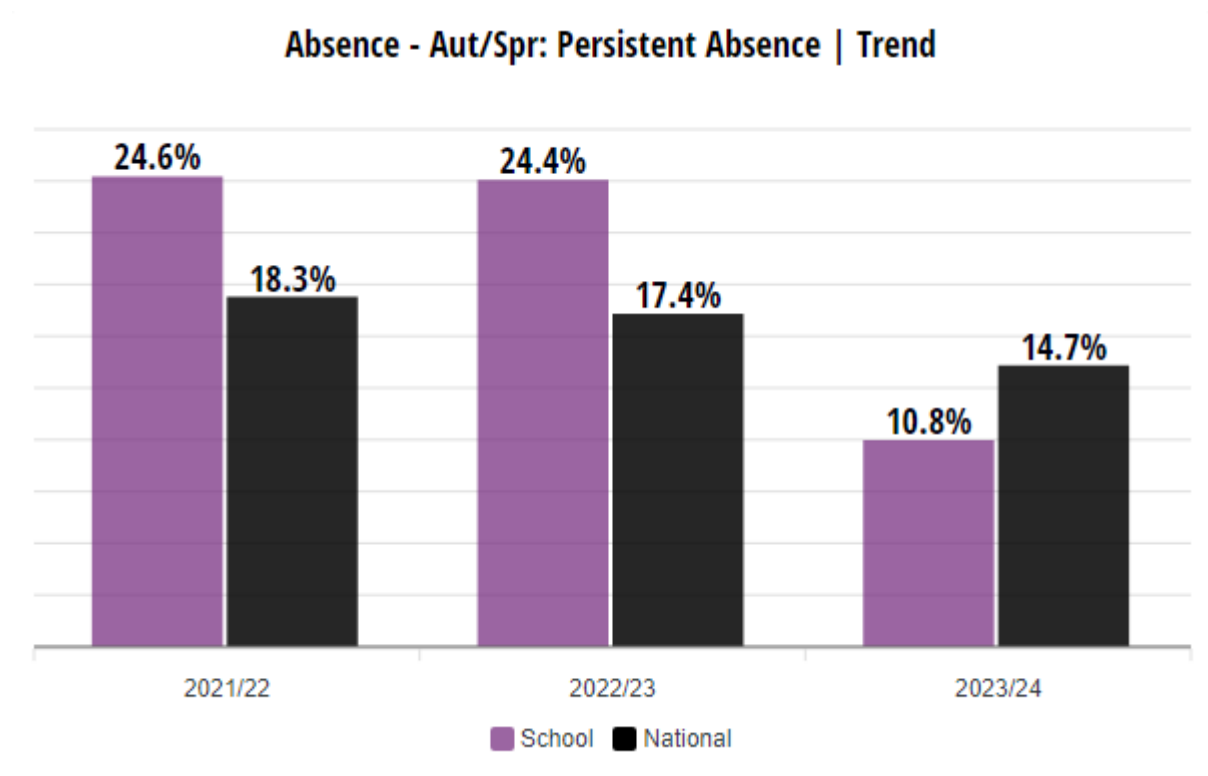
In Autumn 2023, across the UK nearly 20% of pupils (1.4 million pupils) were persistently absent. The thinking behind our approach to is supported by Research from UCL Institute of Education that highlights the importance of fostering a sense of belonging at school. Pupils

who feel valued and connected are happier, more confident, and more likely to choose to attend (and stay in) in their learning environment.

The reasons behind low attendance vary – but is often the case that the challenges that make pupils vulnerable to under-achievement that is caused or exacerbated by low attendance are challenges that can make children and their families feel isolated and disconnected from their school community.

Our attendance procedures are having an impact. DfE recently published data for the Academic Year 2023/24 Primary Schools

	Overall attendance % 2023/24	Overall absence % 2023/24	Persistent Absence % (Autumn/Spring)
National	94.5	5.5	14.7
Local = LBBD	94.2	5.8	17.1
Beam	94.9	5.1	10.8



Please approve and support our revised Attendance Policy. (updated to fully cover the guidance amendments)

The key changes are totally in line with our view that attendance is a safeguarding as well as an achievement and attainment issue. The key features are:

- Retaining our focus on continuously improving record keeping;
- Following up concerns appropriately and promptly;
- Providing high quality training for staff;
- Listening to our pupils. (even though we are compliant in every area, if our pupils don't feel the same, then do have a strong safeguarding culture?)

GA

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