

The Link Secondary School

Safeguarding and Wellbeing Offer

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<i>Reviewed by:</i>	
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INTRODUCTION

OHC&AT and The Link Secondary School are committed to providing outstanding educational opportunities for all our students. The safety and welfare of our 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 student may be abused or be at risk of abuse.

The Link Secondary School follows the *Child Protection, Adult Protection & Safeguarding Policy and Procedures* and the *Student Mental Wealth, Health & Wellbeing Policy* as agreed by the OHC&AT Board of Directors. Our Safeguarding & Wellbeing Offer provides further detail about the specific work, both proactive and reactive, that we undertake within the school to ensure that our students are able to learn and thrive in a safe and supportive environment. This document should therefore be read in conjunction with both of 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 The Link Secondary School's contextual safeguarding approach and any localised child protection procedures. It is structured around three tiers of provision:

- **Universal** – encompasses all proactive work undertaken to safeguard our 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, therapeutic 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

Staff responsibilities

Sandy Turner Head Teacher Interim Deputy DSL	Amanda Griffiths Deputy Head Teacher DSL	Karen Hayward Office Manager	Dilma Araujo Governor
Safeguarding overview	Safeguarding overview	Single Central Register	Portfolio Governor for health & safety, child protection and safeguarding
Policies	Behaviour	Safer recruitment	
Safer Recruitment	Attendance		
Single Central Register overview	Looked After Children designated staff member		
CPD arrangements	Safeguarding induction of new staff		
Site security			
Health and Safety	Joint overview of the work of the EVC and of the PSHE Coordinator		
Works alongside DSL			
Deputises for DSL in her absence	Joint overview of Canine Assisted Learning (emotional wellbeing); visiting Drama Therapist; school counsellor		
	Safer recruitment		

DSL – Child Protection Areas of Responsibility

Physical abuse
Sexual abuse
Emotional abuse
Neglect

Bullying
Child criminal exploitation
Child sexual exploitation and trafficking
Children missing education
Domestic violence
Female genital mutilation
Fabricated illness
Faith abuse
Gender-based violence

Harmful sexual behaviour
Intimate care
Mental health
Online safety
Peer on peer abuse
Private fostering
Radicalisation / extremism
Substance misuse
Use of reasonable force

UNIVERSAL PROVISION

Safeguarding

- DSL – Level 3 trained
- Interim acting DDSL – Level 3 trained
- All staff are Level 1 trained. This is updated annually by the DSL
- Staff access additional online training via Educare
- DSL leads on termly safeguarding quiz for staff
- New staff are given safeguarding training as a priority during their induction
- Safeguarding updates and information is given in the daily morning whole-staff briefings
- Safeguarding notice board for staff in the staff work room
- Safeguarding information for visitors is displayed in reception and around school. Safeguarding information leaflets are available in reception. Safeguarding procedures are explained to visitors on their arrival at school
- All visitors wear colour-coded lanyards according to DBS checks (green = DBS checks seen and recorded; red = DBS not seen and visitor must be accompanied at all times)
- All school staff wear ID at all times
- Ongoing data and information collection and monitoring to identify vulnerable students
- Recording and monitoring of communication with parents and carers, and with other professionals and outside agencies
- DSL/DDSL attendance at OHC&AT termly safeguarding forums
- DSL/DDSL attendance at appropriate Local Authority training events
- DSL/DDSL attendance at half-termly Sutton DSL meetings
- DSL/DDSL feeds back information to Head Teacher / whole staff as appropriate (e.g. Prevent strategy update)
- Foundation Curriculum Leader has attended EVC training
- Regular monitoring of the Single Central Register and the safeguarding action plan by the DSL, by the OHC&AT Safeguarding Lead (Jackie Van West), and during the school's annual health checks led by David Scott
- DSL has termly supervision from Jackie Van West
- PSHE Coordinator produces long term curriculum plans and oversees the PSHE teachers' medium term curriculum plans
- PSHE Coordinator leads on Relationships, Sex and Health Education curriculum
- Therapists plan and deliver the Access curriculum, which includes the Zones of Regulation, road safety, shopping skills, etc.
- All students have a child-centred EHCP
- All students receive speech and language therapy according to the content of their EHCPs
- Inclusion Lead attends and records all annual review meetings
- Termly parents' evenings; annual review meetings to review EHCP outcomes
- Curriculum pathways organised according to students' needs and required levels of support rather than academic year groups

- Link Secondary School Priorities are being finalised and presented to staff. These will be used by staff to inform their planning and/or monitoring of students' progress
- Home / school communication books (student diaries) are checked daily by the class SSA
- DSL monitors student attendance
- School uses Safeguard online portal to record safeguarding concerns and actions taken
- School has own Coronavirus risk assessment and control measures in place whilst the pandemic is ongoing. This is reviewed regularly in line with government guidance and recommendations

Child Protection

- Child protection concerns or allegations are recorded on Safeguard and sent automatically to the DSL for a decision / action
- Senior Leadership Team meet weekly. Forum for discussing any new and/or ongoing child protection concerns
- DSL contacts MASH and/or Early Help for advice as and when necessary

Wellbeing

- Wellbeing is identified as one of four areas within the school vision
- Promotion of the school values ensure positive relationships are maintained amongst all members of the school community
- Form tutors and SSAs provide consistency for students
- Zones of Regulation is part of the school curriculum across all Key Stages
- Zones Room available for use by all students
- Student Council meets fortnightly (currently suspended due to Coronavirus control measures)
- Weekly assembly themes incorporate topics linked to wellbeing, safety, etc.
- Choice of lunchtime clubs available daily for all students, including relaxation, Lego and drama clubs (currently suspended due to Coronavirus control measures)
- Rolling project curriculum, including football, mindfulness, drama, photography, cultural studies, and textiles
- Termly drop-in wellbeing checks for staff with the school counsellor
- Sessions on staff wellbeing led by the school counsellor and delivered to all staff as part of the school's CPD offer
- Staff, student and parent surveys
- Edupod wellbeing assessment tool for OHCAT schools

TARGETED PROVISION
<p>Safeguarding</p> <ul style="list-style-type: none"> • 1:1 sessions for referred named students in school with OT, Drama Therapist, Canine Assisted Learning, Creative Therapist • Adapted timetables for named students, including the school's Outreach programme • Increased therapeutic input for named students
<p>Child Protection</p> <ul style="list-style-type: none"> • Keep accurate records of any communication around named students of concern, e.g. meetings, conversations with professionals and/or students' families, etc., using Safeguard • DSL to attend any meetings for children with child protection concerns • DSL follows up any child protection concerns raised by staff, making appropriate referrals if necessary
<p>Wellbeing</p> <ul style="list-style-type: none"> • Canine Assisted Learning in school weekly to provide emotional support • Drama therapy for referred named students • School Creative Therapist for referred named students • Music Therapy provision for groups of students to begin in Spring 2021 • Transition programme for new students, and for students leaving school to move on to new provisions • Personalised timetables and curriculum for named students • Outreach programme – teachers / therapists work with named students in the community • Horse-riding at the Diamond Centre for referred named students (currently suspended due to Coronavirus control measures) • Zones room available for students as required

SPECIALIST PROVISION**Safeguarding**

- 1:1 adult support provided as specified on named students' EHCPs
- Early Help referrals
- Parenting Plus referrals
- TAC / TAF / CIN meetings with parents / carers and the relevant professionals
- CAMHS referrals
- Referrals to particular services (e.g. Young Carers; the Rae Project; etc.)

Child Protection

- MASH referrals
- Attendance at Child Protection meetings chaired by local authority staff
- Adherence to any Child Protection plans, including interventions and monitoring

Wellbeing

- Additional individual interventions by the onsite therapists, teaching and support staff, etc.