



# **Side by Side Conference**

**Addressing Peer on Peer Abuse amongst  
Children and Young People – working in partnership to find solutions  
to support effective safeguarding in schools**

**So much to say in so little time – our safeguarding experience in  
1,800 seconds!**

**BEACONSFIELD HIGH SCHOOL**

**RACHEL SMITH – HEADTEACHER**

**ANDREW McCLEAN – SENIOR ASSISTANT HEAD AND DSL**

# **WE HAVE BEEN ASKED TO TALK ABOUT THREE ASPECTS OF OUR WORK AT BHS...**

- ✓ **SIDE BY SIDE AND HOW WE ARE WORKING WITH A SCHOOL WITH A SAFEGUARDING IMPROVEMENT FOCUS TO FURTHER IMPROVE THE WHOLE SCHOOL CULTURE IN RELATING TO SAFEGUARDING – WHAT HAVE WE DONE?**
- ✓ **HOW DID WE MANAGE SAFEGUARDING IN AN OFSTED EIF INSPECTION (IN DECEMBER 2019 PRE COVID)**
- ✓ **OUR STRATEGY FOR RESPONDING TO PEER ON PEER SEXUAL ABUSE**



# **SIDE BY SIDE SUPPORT**

## **RACHEL SMITH (SSLC)**

**CREATING & BUILDING AN EVEN BETTER SAFEGUARDING CULTURE**



# HOW WE WORKED TOGETHER

- **HEADLINE VISIT TO IDENTIFY AREAS FOR IMPROVEMENT**
- **REALLY FOCUSED IMPACT IDENTIFIED TO WORK TOWARDS**
- **TIME!**
- **CONTACT NOTES TO HELP WITH THE ACCOUNTABILITY AND KEEP THE PLAN ON TRACK**
- **CONNECTING WITH THE LOCAL AUTHORITY EXPERTISE TOO**
- **NOT ABOUT JUDGEMENT BUT ABOUT SUPPORT AND ADVICE BY PEOPLE WHO KNOW AND CAN**





# **SAFEGUARDING UNDER THE NEW FRAMEWORK ANDREW MCCLEAN (SSPC)**

**BEACONSFIELD HIGH SCHOOL'S EXPERIENCE – DECEMBER 2019**



# PERSONAL DEVELOPMENT

- **THE CURRICULUM AND THE PROVIDER'S WIDER WORK SUPPORT LEARNERS TO DEVELOP THEIR CHARACTER – INCLUDING THEIR RESILIENCE, CONFIDENCE AND INDEPENDENCE – AND HELP THEM KNOW HOW TO KEEP PHYSICALLY AND MENTALLY HEALTHY**

# LEADERSHIP AND MANAGEMENT

THE PROVIDER HAS A **CULTURE OF SAFEGUARDING** THAT SUPPORTS EFFECTIVE ARRANGEMENTS TO:

- IDENTIFY LEARNERS WHO **MAY NEED EARLY HELP** OR WHO **ARE AT RISK** OF NEGLECT, ABUSE, GROOMING OR EXPLOITATION
- HELP LEARNERS **REDUCE THEIR RISK OF HARM** BY SECURING THE SUPPORT THEY NEED, OR REFERRING IN A TIMELY WAY TO THOSE WHO HAVE THE EXPERTISE TO HELP
- MANAGE **SAFE RECRUITMENT AND ALLEGATIONS ABOUT ADULTS** WHO MAY BE A RISK TO LEARNERS AND VULNERABLE ADULTS.
- **INSPECTORS WILL ALWAYS REPORT** ON WHETHER ARRANGEMENTS FOR SAFEGUARDING LEARNERS ARE EFFECTIVE.

# **LONG TERM PREPARATION – WHAT WAS IN PLACE – OR SUDDENLY WAS AFTER READING THE FRAMEWORK IN MAY..!**

- **EXPANDED DSL TEAM**
- **FORTNIGHTLY PASTORAL/SAFEGUARDING BRIEFINGS**
- **REGULAR SAFEGUARDING ASSEMBLIES FOR ALL YEAR GROUPS**
- **REGULAR UPDATES IN HEAD'S BULLETIN TO PARENTS**
- **WEBPAGE UPDATED**





## Safeguarding

Inspectors will always consider how well children, students and learners are helped and protected so that they are kept safe.

	Yes?	Action if needed	Done?
Have you read Keeping children Safe in Education and could you talk a little about the key things in it?			
Do you know the key signs that a student is at risk?			
Do you remind students about safety online when appropriate?			
Have you signed into CPOMS			
Does your classroom signal where to go if someone is in need			
Who would you go to if you had a serious safeguarding problem?			

## For Leadership and Management:

### Safeguarding:

- How do staff identify/help/manage concerns? What is the support for staff eg NQTs like?
- What is the training and culture like, are there updates for staff, what do the case studies show?
- SCR and recruitment procedures?
- Leaders' evaluation of behaviour. Procedures for reporting allegations, including about staff. Have there been any? Any referrals to the LADO? Any serious safeguarding incident? Review any actions taken.
- Do students feel safe? Are staff aware of students' views?
- Attendance data and trends. Are leaders aware of disadvantaged and SEND absence and PA? What action are they taking to address?
- Exclusion data: leaders' evaluation? Bullying data? Logs: behaviour, bullying, racist? Internal isolation?

You are all experts and provide a remarkable academic experience – that's why we get such great results. Do not worry! Be yourself (what you regularly

This is one of the more than remarkable aspects of this school – the relationships, the caring and passion you all put into supporting the students stands out a mile! It is always commented upon by visitors.

## Behaviour and attitudes (What would your students say?)

This is about how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of students.

	Yes?	Action if needed	Done?
Is your classroom practice safe?			
Do you regularly have a calm and orderly classroom			
Is there always respect for others?			
Do your students come to class on time to minimise disruption?			
How do you motivate <u>all</u> types/abilities of students to excel (for their own progress and for some against other students) and keep them ambitious?			
Do you challenge any disruption?			
Is the day to day language in your classroom 'can do' and reinforce GLR			
Do students feel safe to try new things?			
Do you create pace and active learning to enthuse and excite all types/abilities of students?			
How do you meet any 'particular needs' to support those with a learning difficulty of any type?			
Will your students enjoy your class and understand why you do what you do?			
<b>In tutor time</b>			
How would the ethos of your tutor group be described by students?			
How does your tutor time help them to develop as people and students?			
Is difference valued? How?			
How do you reinforce no tolerance for bullying, racism or harassment?			

- **ONLINE MONITORING SYSTEM – CPOMS**
- **CASE STUDIES (SHARED WITH HEAD FOR 90 MINUTE CALL)**
- **POLICIES UPDATED – AND CHECKED THAT THEY ‘TALK’ TO EACH OTHER...**
- **UPDATED AND INCREASED RANGE OF POSTERS - DSL TEAM, SIGNS, WHISTLEBLOWING ETC..!**
- **LEAFLETS FOR RECEPTION, COPIES OF KCSIE IN MULTIPLE LANGUAGES**

- **UPDATE SHEET FOR STAFF – CHANGES TO KCSIE ETC**
- **AUDITED PSHCE PROGRAMME AND RESOURCES**
- **LOCKDOWN PRACTICE**
- **NEW TRAINING LOG**

# WHAT DID OFSTED ASK TO SEE IN ADVANCE?

- **BEHAVIOUR AND ATTENDANCE INFORMATION**
- **ANNUAL SAFEGUARDING REPORT TO GOVERNORS**
- **LIST OF REFERRALS TO CHILDREN'S SERVICES IN LAST 3 YEARS AND THEIR OUTCOMES**
- **THEY DEFINITELY CHECKED THE WEBSITE AND POLICIES** (AND REPORTS SUCH AS PUPIL PREMIUM, SEND)



# THE '90 MINUTE' CALL...

- 2 DAYS BECAUSE OF LENGTH SINCE LAST INSPECTION, NOT BECAUSE OF SAFEGUARDING CONCERNS...
- ASKED IF WE HAD ANY **STUDENTS BEING EDUCATED OFF-SITE** – MADE IT CLEAR THIS WOULD BE DISCUSSED FURTHER IN SAFEGUARDING MEETING THE NEXT DAY...
- REFERRED TO **LOOKING ACROSS POLICIES** TO SEE IF THEY WERE 'JOINED UP'
- OUTLINED CONTENT OF SAFEGUARDING MEETING – LOOKING AT SCR, LONGER MEETING WITH DSL, CHECKING KCSIE ACROSS SCHOOL, WORKING WITH VULNERABLE STUDENTS
- MADE VERY CLEAR THAT **MIDDLE LEADERS ARE KEY** ACROSS ALL ELEMENTS OF THE INSPECTION – WHAT THEY SAY/DO NEEDS TO FIT WITH WHAT LEADERSHIP ARE SAYING AND STUDENTS ARE DOING/SAYING

# THE INSPECTION...

- **CHIEF INSPECTOR LED ON SAFEGUARDING**
- **DAY ONE:**
- **15 MINUTE CHECK OF SCR WITH ADMIN LEAD**
- **30 MINUTE MEETING WITH DSL (AT 3PM, SO THEY HAD ALREADY SPOKEN TO STUDENTS AND SEEN ENVIRONMENT...)**
- **GOVERNORS ASKED ABOUT SAFEGUARDING; EXAMPLES THEY MENTIONED WERE REFERRED TO IN FEEDBACK**

# THE INSPECTION...

## DAY 2:

- **MEETINGS WITH GROUPS OF STUDENTS IN EACH YEAR GROUP – ALL ASKED ABOUT WHO DSL IS, WHERE TO GO ETC**
- **INDIVIDUAL MEETINGS WITH STAFF – CAFETERIA, ADMIN, SITE – WE KNEW IN ADVANCE – AGAIN, ALL ASKED ABOUT SAFEGUARDING TRAINING AND PRODECURES, DSL AND SO ON**

# THE MEETING

- **THEY ASKED ABOUT TRAINING – FORMAT, RESOURCES, TRACKING – DID NOT ACTUALLY LOOK AT ANYTHING...**
- **HOW DO STUDENTS KNOW WHO TO GO TO – THEY HAD ALREADY CHECKED THIS...**
- **SEVERAL QUESTIONS ABOUT HOW WE WORK WITH CHILDREN'S SERVICES, WHETHER REFERRALS WERE FOLLOWED UP, LEVELS OF SUPPORT**
- **FOLLOW UP QUESTIONS ABOUT SAFEGUARDING STUDENTS NOT IN SCHOOL/TUTORED AT HOME**
- **ASKED WHETHER WE HAD MADE ANY REFERRALS TO LADO THIS SCHOOL YEAR AND HOW THAT HAD PROGRESSED**

# **THE FEEDBACK FOR LEADERSHIP AND MANAGEMENT**

- **SAFEGUARDING: HIGHLY EFFECTIVE**
- **CULTURE OF VIGILANCE, CARE AND CONCERN**
- **STUDENTS UNDERSTAND THE ROLE OF DSL AND IT IS VALUED**
- **SCHOOL WORKS WELL WITH EXTERNAL AGENCIES**
- **STAFF AWARE OF MAIN SAFEGUARDING RISKS**
- **STUDENTS TAUGHT ABOUT ONLINE SAFETY AND RESPONSIBLE USE OF MOBILE PHONES**



## SAFEGUARDING

- THE ARRANGEMENTS FOR SAFEGUARDING ARE EFFECTIVE.
- LEADERS AND GOVERNORS HAVE CREATED A **CULTURE OF CARING AND SAFEGUARDING IN WHICH PUPILS' EMOTIONAL WELL-BEING IS OF PARAMOUNT IMPORTANCE**. PUPILS ARE TAUGHT HOW TO KEEP THEMSELVES SAFE, INCLUDING WHEN ONLINE. TEACHERS HAVE HAD UP-TO-DATE TRAINING ON THE MAIN RISKS FACING PUPILS AND THEY KNOW HOW TO REPORT ANY CONCERNS THEY MAY HAVE. LEADERS RESPONSIBLE FOR SAFEGUARDING SECURE TIMELY AND EFFECTIVE HELP FROM OUTSIDE AGENCIES WHEN REQUIRED.
- LEADERS TAKE GREAT CARE TO ENSURE THAT ALL WHO WORK OR VOLUNTEER IN THE SCHOOL HAVE UNDERGONE THE NECESSARY SAFEGUARDING CHECKS. THEY SEEK AND ACT ON EXTERNAL ADVICE IF NECESSARY.

# **RESPONDING TO 'EVERYONE'S INVITED' – WHAT DOES IT LOOK LIKE FOR US?**

**THE START OF A PLAN AND A DETERMINATION TO DO IT DIFFERENTLY**



# OFSTED REVIEW OF SEXUAL ABUSE IN SCHOOLS (10 JUNE 2021)

- **RANGE, NATURE, LOCATION AND SEVERITY OF ALLEGATIONS**
- **HOW TO LISTEN TO THE VOICES OF STUDENTS**
- **EDUCATION OF STAFF, STUDENTS AND PARENTS**
- **SUPPORT AND SANCTIONS**

## KEY FOCUS HAS TO BE 'WHAT PREVENTS CHILDREN FROM REPORTING SEXUAL ABUSE?'

“ Schools play a vital part in promoting a culture of respect among young people – including between boys and girls. We will consider how schools can support and encourage appropriate behaviour, from the lessons in the classroom to the culture in the corridors. And when children do speak up about their experiences, it’s vital that schools have the support and structures in place to take them seriously and respond appropriately.”

Amanda Spielman

# CREATE A STRATEGY

- **REVIEW RSHE TO CHECK WE SUFFICIENTLY COVER SENDING OF IMAGES, SEXUAL HARASSMENT, SAFETY IN PUBLIC AREAS ETC AND TRAIN STAFF**
- **HIGH QUALITY TRAINING FOR TEACHERS DELIVERING RSHE (USING NATIONAL COLLEGE MATERIALS)**
- **TRAINING FOR PARENTS TO UNDERSTAND AND BE ABLE TO ASK**
- **UPDATE POLICIES AND ADD FLOW CHARTS OF ACTIONS AND OUTCOMES AND MAKE DEFINITIONS VERY CLEAR OF PEER-ON-PEER SEXUAL ABUSE, HARMFUL SEXUAL BEHAVIOUR**
- **BROADEN ROUTINE RECORD-KEEPING TO IDENTIFY PATTERNS ETC AND UPDATE CPOMS TO INCLUDE CYBER BULLYING, GROOMING, SEXUAL RELATED CAUSE FOR CONCERN, FGM**
- **WORK WITH LOCAL SAFEGUARDING PARTNERS AND IDENTIFY SPECIALISTS TO HELP US COMMUNICATE**
- **TALK TO STUDENTS AND LISTEN TO THEM THEN RESPOND AND EVALUATE**



## Education has a four-part strategy of change:

- Assembly discussions (15min discussion 4x a year)
- PSHE sessions (3x a year)
- Youth to parent education (30min at the Empowerment through self-defence workshop)
- Annual feedback session from participants

### **Assemblies and discussions**

- **Gender based violence**
- **Toxic masculinity**
- **Self love**
- **Relationships**

### **PSHCE sessions:**

**Do all youth agree**  
**Donuts and debates eg her clothes are**  
**her consent**  
**Disable the Label activity**

### **Empowerment through self defence workshops:**

**Gender based violence**  
**Open conversations**  
**Fear of you being assaulted**



### Purpose of the role

To talk, listen and feedback to the leadership, governors and staff of the school information gathered from student voice in order to work towards a genuine determination to ensure that each student's experience of school is positive - whatever their background or life experience and to this end has created an innovative pilot post for an educational setting.

The aim of this pilot is to engage in a genuine way with the challenging issues of equality, diversity and inclusion and develop improved ways of addressing the concerns raised by the 'Everyone's Invited' and the 'Black Lives Matter' agendas. This is to benefit and build understanding and life skills in a changing world for all of our students and help us to reflect on what we do and improve when we need to.

**RECRUITED AN EQUALITY,  
DIVERSITY AND INCLUSION  
LEAD WITH A SPECIFIC  
FOCUS**

- Research and create a platform for students to access advice and help (not anonymously) or find out information linked to any issue within this role including Black Lives matter and Everyone's Invited.
- Make use of student voice and other feedback to develop resources for staff and student training on effective communication, having difficult conversations and promoting wellbeing by using alternatives to deficit language



# ANY QUESTIONS?