

## Report on annual schools safeguarding survey

### Introduction:

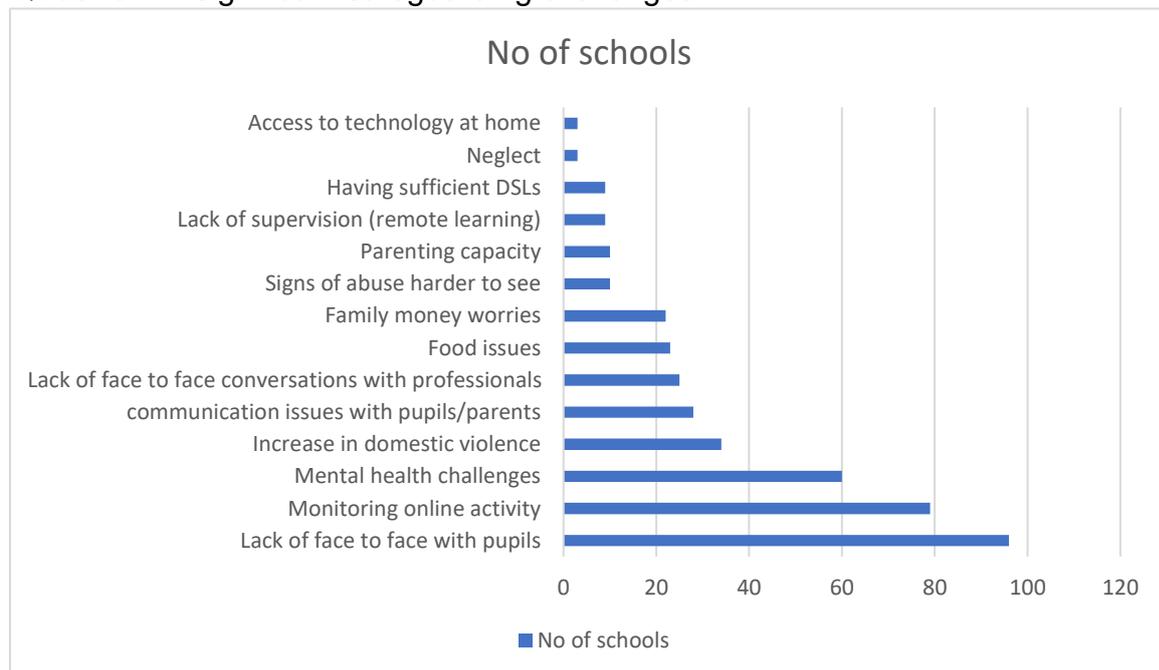
All schools in Suffolk, including maintained, academy, free school and independent schools and colleges, are asked by the Suffolk Safeguarding Partnership (SSP) to complete a S175/157 safeguarding self-assessment annually.

In recognition of the Coronavirus pandemic and the unique set of challenges this may have presented for schools, the process this year was altered to reflect the current context whilst fulfilling the expectations of the SSP. A shorter survey focussed on managing safeguarding during a pandemic, the challenges this presents, and the ways in which school have adapted their approach.

This report is based on an analysis of the 293 surveys submitted by schools by 20 April 2021.

The emerging themes were as follows:

### Question 1: significant safeguarding challenges





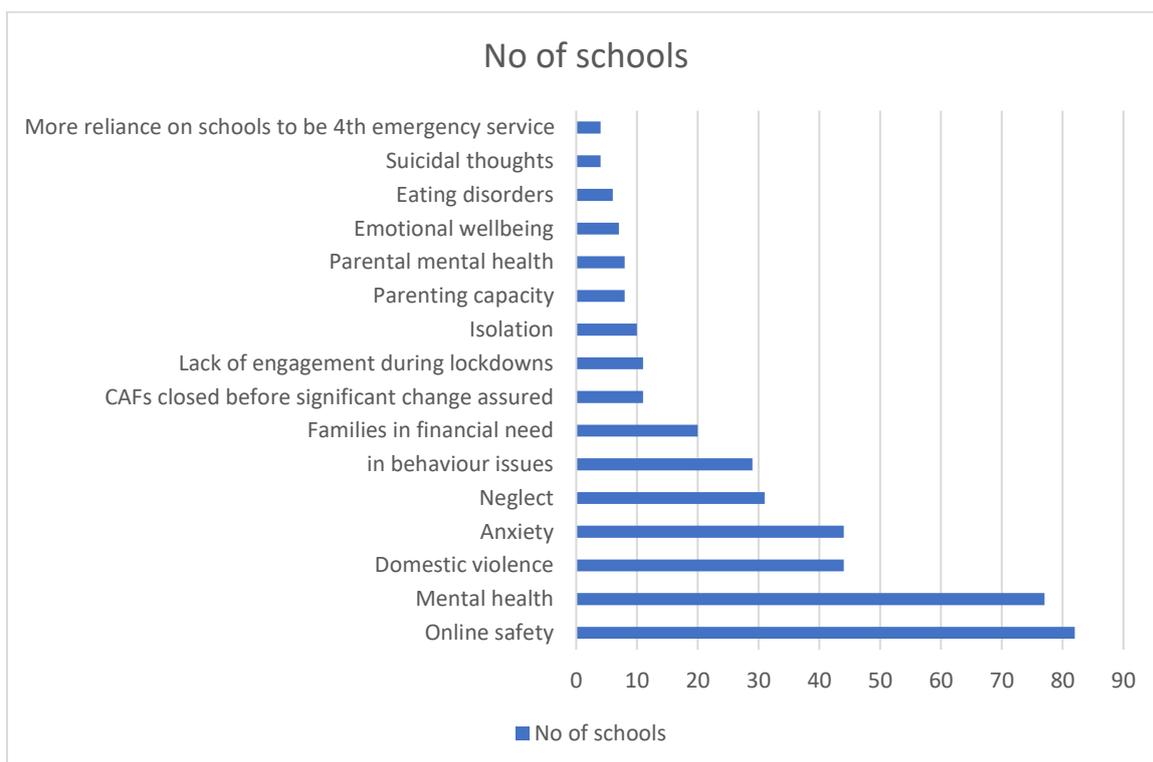
#### Question 4: Next steps and learning

The responses from schools have been grouped into emerging themes.

Wellbeing/ pastoral	<p>Support offered through Medical Needs in Schools Project, especially in supporting staff to spot early signs of mental health issues</p> <p>Investment in wellbeing and mental health assessment tools, resources, and training</p> <p>THRIVE interventions</p> <p>Use of student voice surveys</p> <p>Develop trauma informed practice</p> <p>Whole school mental health training</p> <p>Suffolk mental health lead training</p> <p>Use of Boxall profiles to identify pupils who may require additional emotional or mental health support</p> <p>Training ELSAs</p> <p>Nurture classroom</p> <p>Mentally healthy school kite mark application</p> <p>Use of drama through partnership with local theatre to raise confidence in pupils</p> <p>Expanding pastoral team</p> <p>Use of a proactive Mood register in class every day to gauge children's wellbeing</p> <p>ACES training</p> <p>Employing a play therapist</p>
Safeguarding processes/ online safety	<p>Use of online safeguarding reporting/recording system crucial for staff working from home</p> <p>Greater monitoring of online lessons</p> <p>Enlarging DSL team to cope with volume</p> <p>Supervision for safeguarding team</p> <p>Use of local DSL network</p> <p>Domestic abuse training</p> <p>Use of Forensic Monitoring Service to monitor all online traffic on school devices</p> <p>Increase awareness of contextual safeguarding issues</p> <p>Incident reporting needs to be more robust</p> <p>Caseload model over larger DSL team</p> <p>Refine Early Help model</p> <p>Revised Online Safety and Consent in view of Everyone's Invited</p> <p>Trained domestic violence champion</p> <p>NSPCC sexualised behaviour training booked</p>
Pandemic measures	<p>Adjustment to speed of change</p> <p>Sharing good practice across MATs</p> <p>Enhanced use of technology, e.g., for CPD</p> <p>Developing governor oversight via digital means</p> <p>MAT daily COBRA meetings</p>
Curriculum	<p>Recovery curriculum</p> <p>Additional careers time for potential NEET students</p> <p>Redesign of pastoral curriculum</p>
Families/ parents	<p>Monthly parent online safety newsletter</p> <p>Use of national online safety platform with parents</p>

	Direct email for parents to report concerns to the anti-bullying team in school Creation of family risk assessments Virtual parent information sessions
Multi agency	Flexibility of video meetings to increase attendance High quality liaison between service providers Police CLO input

**Question 5:** Please share with us and emerging trends that became apparent during this time period? e.g., an increase in concerns regarding neglect and online safety.



**Question 6:** Please detail any virtual safeguarding training that the education setting may have accessed during this time?

Only one school responded that they had not accessed any virtual safeguarding training. Many schools reported accessing DSL refresher training, safer recruitment training. Also, a lot of schools created their own online training offer.

Schools reported accessing ACES training, trauma informed approach training and mental health first aider training.

**Question 7:** Reflecting on the aforementioned questions, what are your identified next steps? e.g., specific training needs, policy review, improvement in recording, online recording.

The responses from schools have been grouped into themes.

<p>Training needs</p>	<p>Update training on online safeguarding          Training for mental health first aiders          Whole school governor training booked          Clearer identification of training available          Mental health awareness training          Increasing training for trauma informed approach          Ensure all governor training is up to date          E-safety for all staff, including an opportunity to share use of Forensic Monitoring Service          Whole school mental health re-booked          Domestic abuse CPD          Additional training on sexual harassment, online safety, and grooming          Staff training on recording observations          Suffolk MIND programme          Signs of Safety training for schools – it was excellent!          Graded Care Profile training          Online staff quizzes to identify areas where knowledge is weaker</p>
<p>Safeguarding procedure /process, Online safety</p>	<p>Increased vigilance          Allowing more time for DSL role          Further develop supervision          Review and update policies around attendance, peer on peer abuse, and safeguarding          Appoint an additional DSL          Using tags in MyConcern more effectively to enable more accurate tracking of particular types of concern          Introduce external monitoring of online filters and feedback to deal with issues immediately          Review Everyone’s Invited recommendations          Whole school safeguarding audit booked</p>
<p>Strategic/policy</p>	<p>Early intervention for students with lack of social development          Writing some case reviews of how vulnerable families were supported          Share good practice across MAT          Resilience a focus for assemblies next term          Review curriculum offer          RSE implementation          Suggest that any common characteristics of those children who have done less well, either academically or emotionally, should be investigated and, if any clear links identified, develop strategy to identify children in the future          Development of a mentally healthy school as an aim          Revisit computing curriculum to ensure an element of online safety is taught every term</p>

	Trust-wide family support network Define Mental Health Lead role Trauma informed school behaviour policy To ensure Early Help is very accessible for families Develop pupil voice in school regarding safeguarding, e.g., child friendly policies, a safeguarding committee Develop the role of FSP to support wellbeing of pupils and parents Trust steering group set up in light of Everyone's Invited Student and parental questionnaires regarding safeguarding to use stakeholder feedback to improve practice Would like a more connected network of information sharing between social workers and schools
Resource	Looking into online safeguarding system Family THRIVE support groups for parents to be set up Investment in updating dated technology across school Enabling children to have safe spaces to talk through counselling

Without doubt the scale of the impact of the pandemic on continuity of education provision has been enormous. It is clear that the greatest concern for schools was not having eyes on the most vulnerable children and the greater need to monitor online activity with the move to remote learning. However, the responses demonstrate how schools very quickly adapted their practice to fulfil their responsibility to promote and safeguard the wellbeing of children in a fast-changing situation.

The responses also demonstrate the emerging issues affecting children and young people to date, and it is likely that there will be longer term issues arising from the various periods of lockdown and remote education. It is clear from the answers to questions 4 and 7 that schools are identifying and developing a wide range of responses to emerging need.

Education, Skills and Learning are very grateful for the responses received and would like to acknowledge the work involved, and express our continued gratitude to all staff in schools for the flexibility and innovation they have shown in striving to maintain education provision along, with their efforts in continuing to promote and safeguard the wellbeing of children and young people, in adverse circumstances.

Three headline areas will be flagged with the SSP for further consideration:

- Developing a working group with schools to consider good practice for online safety practice and monitoring;
- Looking at the longer-term impact of the COVID-19 period on, and concern for, children and young people's mental health;
- A study into any common characteristics of those children who have done less well, either academically or emotionally during the COVID-19 period and, if any clear links are identified, develop a strategy to identify children early in the future.