

Safeguarding at NWKAPS

A strategic overview for governors

September 2022



Safeguarding
Team
at NWKAPS



Abi Woodhouse
DSL
Strategic Lead



Pam Pritchard
Senior Lead for
Welfare
Operational Lead



Marie Woolston
Deputy DSL
Headteacher



Heather Courtney
Assistant for
safeguarding and
welfare



Beata Bialek
First day calling

The aim of this overview is to give you a broad stroke view of how safeguarding happens at NWKAPS, allowing you to undertake your strategic responsibility. This will sit alongside the external training which will give you more information about safeguarding responsibilities of governors with more focus on those issues particularly relevant for our context.

While the governing board has nominated a safeguarding governor, it is a collective responsibility to be satisfied at a strategic level that the school is undertaking its safeguarding duty. This overview hopefully, will serve as a reference point to allow you to be a critical friend and continue to challenge SLT to improve their safeguarding response.

NWKAPS' safeguarding team are careful to never fall into the trap of thinking 'it won't happen here' and maintain that safeguarding is everyone's responsibility. Safeguarding is a thread that is woven into everything we do, ensuring that there is constant vigilance and that preventative work is undertaken to keep our young people safe.

Should you have any questions, want to know more or would like to book a safeguarding focus visit, please email our DSL, Abi Woodhouse (awoodhouse@nwkaps.kent.sch.uk)



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Everyone's responsibility

- | | | | |
|--------------------|------------------------|---------------------|------------------|
| Safeguarding team | SMSC curriculum | CPOMS | DSL supervision |
| Attendance focus | DSL led sessions | Safeguarding policy | Governor support |
| Designated Teacher | Other curriculum links | Other policies | Recruitment |
| | Workshops and speakers | | |



Safeguarding at NWKAPS is a thread that is woven into everything we do.

- | | | |
|--------------------------------|----------------------|------------------|
| Team around the school / child | Displays | Pastoral support |
| SEMH links | Posters and leaflets | Wrap around care |
| Counselling provision | Other signposting | |
| STEER | | |

And more...



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Safeguarding team

Safeguarding Roles at NWKAPS

	Abi Woodhouse
	Designated Safeguarding Lead
	<p>Abi's job is to update the policies, including those to help you understand safeguarding. She works to make sure the school has a plan to keep you as safe as possible, looking at trends and new information from the government and other parties. She also makes sure the curriculum teaches you how to stay safe.</p> <p>Abi is always available to listen to you.</p>

	Pam Pritchard
	Senior Lead for Welfare
	<p>Pam is the Senior Lead for Welfare. This means that she is often the first person to support you if a safeguarding concern is raised. She works with social workers, early help and other agencies to make sure that you have the day-to-day support you need.</p> <p>Pam is always available to listen to you and will sometimes ask to speak to you if she is concerned or thinks she might be able to help.</p>

	Marie Woolston
	Deputy DSL
	<p>Marie is a trained DSL and helps with both strategic and operational safeguarding work.</p>

	Heather Courtney
	Assistant for welfare
	<p>Heather supports Pam with the work to keep you safe, staying in contact with your family too.</p>

While safeguarding is everyone's responsibility at NWKAPS, we have clear responsibilities within the DSL team. This team doesn't work alone and throughout this overview you will see links to other aspects of our provision.

This poster has been used around the school to explain to the students the different roles in the team – particularly around Pam's role as Operational Lead.

This structure meets the requirements of KCSIE as well as the needs of the school, maximising the DSL team capacity to respond in a timely and knowledgeable manner. Regular minuted safeguarding meetings draw together the work of the team, ensuring challenge is provided to get the best outcome.

Alongside the individuals mentioned here, Beata undertakes first day calling and Suzanne supports through HR and Safer Recruitment.



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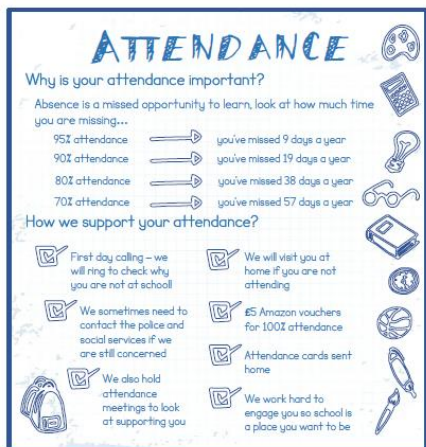
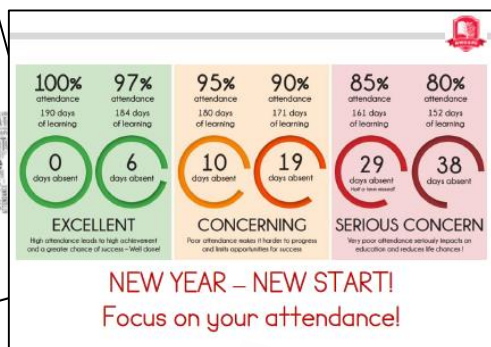


Beata Bialek
First day calling



Attendance focus

Attending school is the first priority to ensure students' welfare and is a focus at NWKAPS. There is a robust response to attendance.



First day calling and SLT monitoring happen on a daily basis with actions being highlighted. This has already had an impact on our attendance improving it over the course of the term.

Home visits, liaison with home schools and the local authority as well as work with other safeguarding partners is carefully planned to give every opportunity for students to attend and achieve.

We also ensure that all staff know they impact on attendance – students are more likely to attend if they have the right support and engaging lessons. This has meant that there have been attendance focus events in different departments, for instance, the SEND team sending out postcards noting the interventions being missed through absence.



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Posters around school highlight our focus on attendance. We also send postcards home to highlight improvements or concerns as well as to remind parents of the impact of poor attendance.



Designated teacher

A designated teacher should:

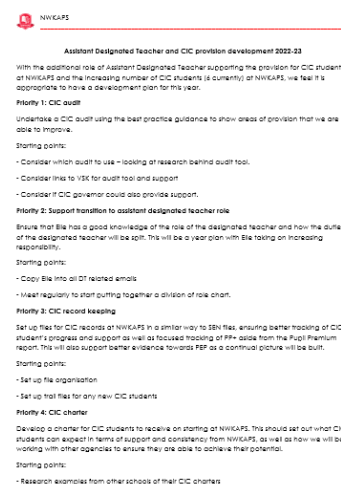
- Promote a culture of high expectations and aspirations for how looked after children learn
- Make sure the young person has a voice in setting learning targets
- Be a source of advice for staff about differentiated teaching strategies appropriate for individual children
- Make sure that looked after children are prioritised when offering additional support such as interventions
- Have lead responsibility for the development and implementation of the child's Personal Education Plan (PEP) within the school.

The designated teacher at NWKAPS is also our DSL, Abi Woodhouse. We are committed to ensuring that CiC students achieve their potential.



We are in the process of finalising our CiC commitment statement which sets out for new CiC students starting our school the support they can expect from us.

With a growing number of CiC students and strong relationships with Virtual School Kent, we have a clear development plan for the provision offered at NWKAPS.



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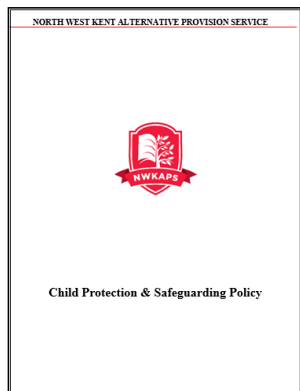


Safeguarding policy and other policies



Safeguarding
Team
at NWKAPS

NWKAPS's safeguarding policy is updated annually or when new legislation comes in. The policy in different forms is shared with all stakeholders when they join or visit our school.



The safeguarding policy is updated in line with Keeping Children Safe in Education each year but also reflects the improvements we make ourselves when reflecting on how we can make sure every child is kept as safe as possible. We work to make sure that the policy is not just focused on the legislation but rooted in the context of our school and the trends we see within our safeguarding work.

The policy is represented in different forms so all stakeholders are aware of our safeguarding focus.

Policies don't just become reality so we work hard when new staff are inducted and during relevant training to ensure all staff know how this policy should look in action. This is particularly focused on during our fortnightly safeguarding mini-training sessions and during the safeguarding section in our daily briefing. We also meet as a DSL team regularly to ensure that we challenge our own practice.

'Safeguarding first'

As we review and update policies this year, we will be adding the phrase 'safeguarding first'. This is a philosophy we will be taking when looking at all of our processes and procedures ensuring they focus on making sure safeguarding is our first priority.



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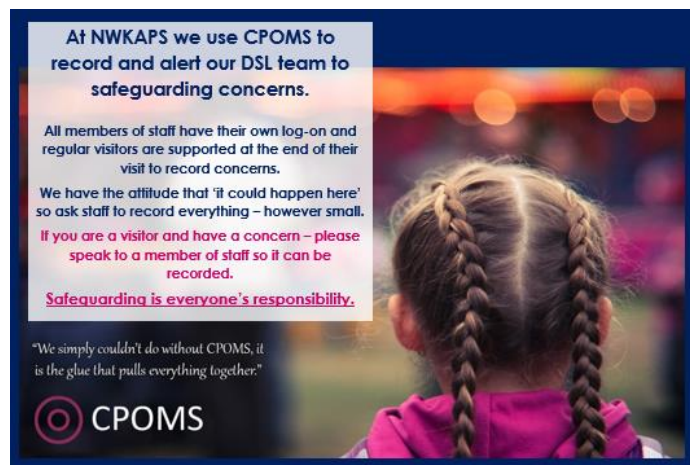




CPOMS

Our safeguarding reporting and recording is done through CPOMS, a secure and robust online system that makes alerting concerns to the DSL team simple and swift.

Posters around school ensure that CPOMS is at the forefront of all staff's minds. It also helps visitors understand their responsibility to report any concerns they might see.



CPOMS is secure with each staff member having their own log-on details, allowing layers of permissions to be created. Additional security is provided for DSL log-on with two steps needed.

CPOMS allows for trends and data to be tracked and actioned, allowing us as a school to respond to these with preventative actions as well as responding to concerns when they arise.

We also use CPOMS to record our attendance actions and behaviour information. This is particularly useful as it allows us to create a holistic and contextual picture of concerns. We have found this has allowed us to strengthen our referrals to the front door.

CPOMS has a training mode which allows us to regularly make sure all staff are confident in using the system effectively. This use of CPOMS has been noted as good practice by the trust and is now happening across more of their schools.



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DSL supervision, Governor support and Recruitment



We recognise how challenging the DSL role is and the emotional pressure this can place on individuals. To ensure staff wellbeing, we make sure that our DSL team have access to peer supervision, working with another local AP provider. This means that not only are they able to off-load but they can maximise the time available as no-one has to explain the contextual challenges. DSLs have noted how useful these sessions are.

We also have support available for all staff should they need it following a safeguarding disclosure.

To support your role as governors we want to ensure we have offered a robust information and training schedule across the year, so to compliment the data and safeguarding information on the headteacher report, we will also be offering:

- Annual safeguarding training
- Powerpoints like this with operational updates prior to each meeting which you will then be able to challenge

We would also like to support you to include safeguarding as part of every governor visit – note processes you encounter, teaching links and other relevant measure we take to put safeguarding at the heart of everything we do.



NWKAPS take safeguarding during recruitment as the first opportunity to set the tone for new staff. All adverts include a statement declaring our commitment to safeguarding. Our SLT and HR team are all safer recruitment trained. We have also worked to reflect the new recruitment guidelines from KCSIE, working with the trust to ensure that online checks are completed in an appropriate manner.

We then ensure a clear induction package is in place – again making sure that we highlight that safeguarding is our first priority. Sessions with the DSL team are at the heart of this.



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SMSC curriculum and DSL led sessions

SMSC is a core part of our curriculum across KS3 and KS4, allowing us to address PSHE and RSE focus areas – helping our young people develop into well rounded members of society.

SMSC at NWKAPS

SMSC Curriculum Statement

At North West Kent Alternative Provision Service, we recognise one of the most important aspects of our role in the students' lives is that of developing their spiritual, moral, social and cultural education. We incorporate with this our focus on British values and personal, social, health and economic understanding. We feel this supports our focus on our students' social, emotional and mental health needs – the primary need for their referral to us. It also allows us to be proactive in challenging judgements and prejudices they may hold as well as affecting real change in their behaviour towards, tolerance of and respect for others.

Destinations:	Qualifications:	Reintegration:
We aim to broaden the students' horizons and increase their expectations for themselves, which includes the Prince's Trust (which we offer for all our students). Our SMSC Curriculum supports their understanding of the importance of qualifications and the raising of their personal aspirations.	For our respite students we feel the quality of our SMSC curriculum directly impacts their chances for success when returning to mainstream education. It helps them feel part of a community and therefore they can engage in the learning communities of mainstream schools.	

Politics Project
We subscribe to the Politics Project's Digital Surgery which addresses a key issue that defines our democratic system today: the breakdown in the relationship between young people and politicians. The project aims to create meaningful interactions between young people and politicians through by connecting them through Skype for a question and answer session that can lead to real changes in their community. The politicians the students engage with are always based in the local area and come from all aspects of democratically elected government. We aim for every student who comes to our service to experience a Digital Surgery while they are with us. The Politics Project have created a wealth of resources to support the students to be prepared for these interactions and to ensure they have interesting questions ready. They reflect current events, for instance have a series of resources looking at gender issues in their 'Talking Gender' program. We also use these resources to support learning in other subjects, for instance their question checker supports the students in understanding what makes a good question across all subject areas. We have seen how pupils can step up and confidently talk to politicians about real issues they experience and this has led to politicians understanding follow up work to support the pupils' issues. If we expect our students to become engaged members of the community then we must show them that they are a valued part of the democratic process, we feel taking part in the politics project is a fundamental aspect of this.

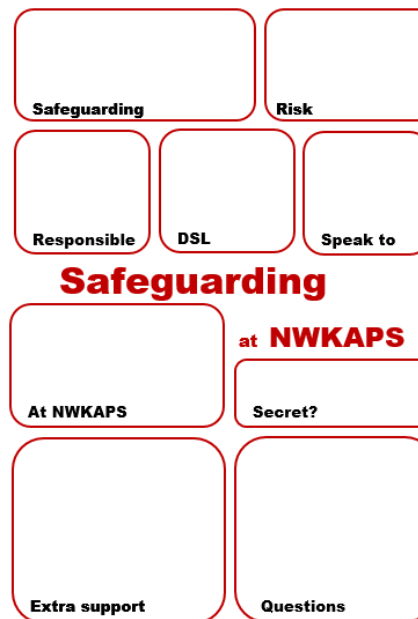
To find out more about our SMSC, please see the curriculum statement. This shows the key topics for KS4 which are distilled to 14 Big Ideas for KS3.

SMSC at NWKAPS

Respite				
Identity What makes us unique? What gives us our identity? How can you identify with others?	Gender and sexuality What is the difference between gender identity, gender expression, biological gender and sex? Does gender or sexual preference matter? Do you judge someone based on these factors?	Healthy relationships Are there different types of relationships? How can you recognise if a relationship is healthy or not? What can you do to get support?	Race Can race be both good and bad? How do you judge if race is a 'good' or 'bad' thing? How do you protect yourself from unnecessary race?	Internet safety Do you know the law around internet safety? Do you know how to keep yourself safe online? Do you know what information is online about you?
Racism What do you identify as racist? Does a person's race matter? Are you aware of the history of racism?	Bullying Why do you think individuals bully others? What should be done to stop bullying? Do you know how to get support?	Big 14 What does it mean to be Big 14?	Mental health What does mental health mean? How do you look after your own wellbeing and mental health? Do you know the warning signs that you need support?	Rights Do you know your rights as an individual? Do these rights come with responsibilities? Do you know how to protect your rights?
Tolerance and respect Is there a difference between tolerance and respect? Should someone have to earn your respect? Why should others respect you?	Cultural diversity What does cultural diversity mean to you? What are the benefits of cultural diversity? How do the challenges to cultural diversity?	British Values What does it mean to be British? Can you understand democracy and the rule of law? How do you engage with the democratic process?	Emotional health Is it important to talk about your emotions? Can you recognise the emotions of others? How can you regulate your emotions and the consequences of actions?	Sex and drugs Do you know the law around sex and drugs? Do you know how to keep yourself safe? Do you know how to keep others safe?

We are focusing on two aspects to develop our SMSC curriculum across this year:

- Robust resources referencing: we want to focus on ensuring we use the best possible information sources to support our teaching. We have begun creating referencing lists for our SMSC focus areas.
- Utilising the SMSC gridmaker tool to allow us to join together all of the SMSC coverage across the school, as you will see on the next slide, SMSC and safeguarding has wider links throughout our curriculum than just in the discrete sessions. We want to ensure these are recorded and celebrated but also challenge ourselves to improve coverage.



The first week's SMSC lesson of each half term is led by a member of the DSL team. This reminds students of the focus we have on safeguarding but also allows us to address key issues we have seen in trend analysis.



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Other curriculum links, Workshops and speakers



Safeguarding
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The focus on safeguarding doesn't just happen in the discrete SMSC sessions, we know that staff are skilled in addressing safeguarding as it occurs in their lessons. We also make sure we engage with external providers to offer additional workshops to address safeguarding trends.



KS3 subjects such as newsroom allow us to creatively address safeguarding issues.

The trust have enabled weekly workshops to happen supported by their contextual safeguarding team. These have been running successfully and range in focus to respond to the needs of our students.

We have also worked with different organisations to hold workshops on knife crime and online safety. These are well researched and respond to the trends we see from our safeguarding data analysis. It has been interesting to see how well our students respond to those who are able to talk from real life experiences.

To find out more about the KS3 curriculum see please see the curriculum statement, this sets out the intention to address both their academic needs as well as SEMH needs.

 Respite at NWKAPS

Respite 'Refocus' Curriculum			
Although still of the Green Paper stage, the current SEND and AP review reflects our aim for the respite work at NWKAPS to be part of the continuum of support that we offer. It is therefore important that this curriculum document is not seen as a stand-alone document but alongside other documents such as our SEND policy and our KS4 curriculum. Our aim of getting students 'back on track' is supported by the Green Paper. We look forward to seeing how the plans for SEND and AP develop and support the quality of offer at NWKAPS.			
The Respite 'Refocus' Curriculum aims to ensure that high aspirations and ambitions are set for each and every student, breaking down barriers across all aspects of their learning allowing them to reintegrate successfully to mainstream school.			
Reintegration:	Qualifications:	Destinations:	
The main aim of the 'Refocus' curriculum is to support our respite students to address the challenges they face, develop their skills and successfully reintegrate to mainstream school. The 'Refocus' curriculum is designed to support the main SEN/H needs and address them in each and every session.	Where possible we find options for the respite students to gain a qualification. We want them to move on from us with the belief that they can achieve, supporting them to go on to be successful in future qualifications. Subjects that lead to a qualification are highlighted.	We aim to re-engage the students with learning to ensure they go on to become lifelong learners and have a belief that they will go on to be successful in future life.	
Successful assessment:		High Quality Teaching and Learning	
(Depends on the following pages)			
Identify, boost and secure progress Core – Boost	Maths sessions: focuses on teaching key skills to allow them to access maths lessons in mainstream. English sessions: focuses on the key skills required to have a functional level of literacy for life. Humanities: allows the students to gain key knowledge and skills to confidently access History, Geography and RE when they return to mainstream. Newsroom: further chance to practice key English skills while also taking a contemporary issues students face in the world around them. Career guidance: careers provided; comprehensive information about the young person to ensure high quality teaching and support.	Academic progress: Identified barriers and strategies to overcome; and developing learning aids.	



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We have also just set up mentoring sessions with the Charlton outreach workers. These have allowed us to focus on individuals who are at risk contextually, working holistically to support our young people.



Pastoral support and Wrap around care

At NWKAPS we recognise that ensuring students feel well supported and safe is the first step in safeguarding. By providing the right pastoral and wrap around care not only are we able to better meet their needs in school but also more likely to be a place where students can express their concerns.

Our pastoral support is the first point of call for both students and parents. The aim of our pastoral support is to make sure our students and their families know they are part of our community and can turn to us for support.

These strong, positive relationships allow us to address challenging situations and effectively safeguard our students.



At NWKAPS our wrap around care is often individualised and in the moment. This goes beyond the breakfasts, lunches and uniform support to looking at in a moment of crisis what is needed to offer practical help.

We have had feedback from other services such as social workers, commenting on the lengths we go to to make sure our young people have what they need to be safe. We balance this support carefully with holding other services to account ensuring that they fulfil their role in any safeguarding situation.



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Team around the school / child



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At NWKAPS we know that collaborative working and professional challenge ensure that no student falls through the gaps.



NWKAPS

Pupils as people: Our priority

This overview shows how other policies and practices come together in a joined up approach and as such should be read alongside other documents such as the Mental Health First Aid, Safeguarding Policy and SEND Policy. It provides an overview of our strategy to keep the pupils as people the priority of the provision.

We continue to develop and extend our provision ensuring that the pupils' emotional wellbeing, emotional regulation, attendance and engagement stay at the heart of all we do. To allow us to join up all the work each part of the team undertakes we are launching our 'Team around the Child' and to further extend the links to other supportive services we are developing the 'Team around the School'.

Team around the Child

The aim of the Team around the Child collaborative working group is to ensure that the challenges that an individual pupil faces are fully understood and the necessary support is well coordinated, timely and prioritised in the appropriate manner. This draws the excellent working practices in different departments across the school together to create a joined up, considered plan for support for our most vulnerable pupils. The team around the Child consists of members across SEND, safeguarding and welfare support, positive behaviour leads and the pastoral team. The work undertaken is fed back to the whole staff team to ensure all are aware of the needs of the pupils. The Team around the Child collaborative working group meet once a week and consider high priority cases, making sure no pupil who needs support falls through the net. The Team around the Child collaborative working group will initially utilise the support available internally but also may draw upon external agencies or refer a pupil to be considered by the Team around the School collaborative working group.

Internal wrap around support

This includes:
- SEND Interventions
- DSL support
- Attendance and welfare support
- Proactive behaviour support
- Pastoral support
- Key person through SEND Pastoral Monitor support

Emotional wellbeing
Supporting pupils to become emotionally resilient young people who understand the importance of emotional wellbeing.



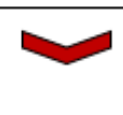
Destinations
Ensuring each pupil has a secure destination, with options, looking to inspire life-long learning by increasing their cultural capital and expanding their opportunities.

Attendance and engagement
Supporting pupils to want to attend and engage in the gateway to their future, supporting their development as members of the community.



Qualifications
Offering a broad range of qualifications to allow access and engagement as well as destination linked and focused on maximising development of life skills.

Emotional regulation
Supporting pupils to understand and regulate their emotions, allowing them to face challenges and overcome barriers to their success.



Reintegration
For our most vulnerable pupils, focusing on interventions which support the pupils to develop the resilience and insight needed to ensure successful reintegration.

External agency collaborative working

This includes working with:
- Early Help and Social Services
- Police
- CAMHS
- Virtual Schools
- YOT
- We are with you

We also work with our stakeholder schools individually and through the NIP and GIP forums

Team around the school

The aim of the Team around the School collaborative working group is to ensure that all agencies have a fully understanding of the challenges that are faced by individual pupils, meaning that they are able to consider how they are able to work collaboratively to support what is being provided internally and maintain the pupil's safety outside of school. It is a key information sharing point for agencies to link together knowledge about the challenges for individual pupils and ensure that via, as a school, understand the contextual elements to these. The Team around the School collaborative working group consists of members from many of the agencies noted above and we are keen to include further agencies. The group meets twice a term and the planning process is led by a DSL.

We have a layered approach to ensuring that every child gets the support they need:

- Departments such as the DSL team work to ensure they follow up concerns highlighted to them. This happens across SEND, SEMH, behaviour and pastoral.
- The teams come together at the 'Team around the Child' meetings – these allow us to professionally challenge each other when students needs are not being met. The meetings encourage strong collaborative working.
- If our internal support or initial referrals to services are still not ensuring the safety, wellbeing and success of our young people we draw together the wider network, including social services, police and early help to escalate cases and ensure our students get what they need.

To find out more about this approach please refer to the document 'Pupils as people: Our Priority'.



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SEMH links, Counselling provision and STEER

Our safeguarding approach takes a holistic view of our students and therefore our comprehensive SEMH provision is a key aspect this.

Our SEMH lead has a growing team who offer a range of supportive interventions and are being trained to offer nurture sessions. This year we have been able to strengthen this offer by adding a two-day a week counsellor to our staff team. By our counselling coming from a member of staff, they have better understanding of the school ethos and stronger starting relationships with the students.

Our DSL team and SEMH team have very strong links with safeguarding concerns being reported and support from the SEMH team sought. The SEMH team are working to offer further training to the staff team as well as considering how they personalise their response to our growing number of CiC students at NWKAPS.



This year we are introducing STEER assessments. The STEER programme offers us a bridge between CPOMS and Boxall, considering the emotional resilience of our young people. This will allow us to highlight any young people who need monitoring as they are struggling with emotional resilience as well as showing who is in a strong position to make progress against the Boxall targets and take the next steps in their educational journey.

We will continue to update governors on the progress and impact of this introduction.



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Displays, Posters and leaflets and Other signposting

Sometimes young people are not ready to talk about their concerns, it is therefore vital that we use our environment to signpost them to help and support they could seek.



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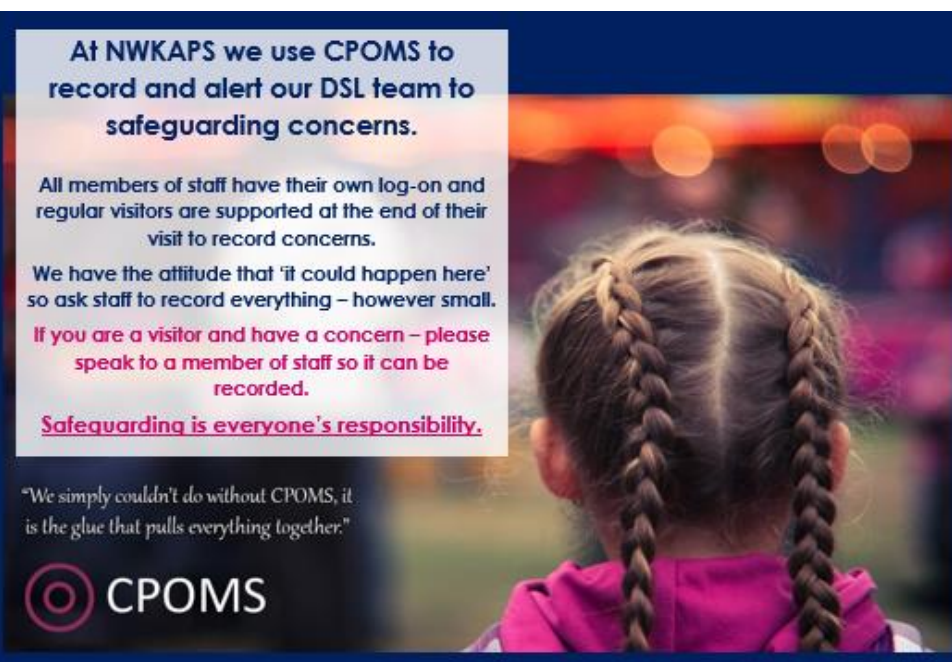


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We also feel that our displays have a duty to ensure that stigmas surrounding mental health are challenged, helping young people to access appropriate support.

We consider carefully where these displays and signposting are placed – we want to ensure that students feel able to access the signposting.

Posters and signposting also help remind staff of their safeguarding responsibility – keeping it at the forefront of everything we do.



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	Pam Pritchard		
	Senior Lead for Welfare		
	Marie Woolston		
	Deputy DSL		
	Heather Courtney		
	Assistant for welfare		

Your role as governors...



Always have on your safeguarding goggles!

When visiting the school remember to keep a focus on safeguarding. Consider noting down ways you see we are keeping students safe, comments from students about how they feel about their safety as well as any safeguarding processes you experience – for example the entry process when you are given the safeguarding policy.

Be a critical friend to NWKAPS. Being a critical friend only serves to help us improve the service for the young people. Challenging aspects allows us the chance to think about how our response to safeguarding can be more robust. Often talking through processes with you as governors gives us a chance to reflect and your different perspective can shine a new light on the work of our DSL team.

**CRITICAL
FRIENDS**



Safeguarding
Team
at NWKAPS



Abi Woodhouse
DSL
Strategic Lead



Pam Pritchard
Senior Lead for
Welfare
Operational Lead



Marie Woolston
Deputy DSL
Headteacher



Heather Courtney
Assistant for
safeguarding and
welfare



Beata Bialek
First day calling