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| Establishing a School Safeguarding Group at Belvue School |

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| **BRIEF DESCRIPTION OF THE PROJECT:**  As part of the schools self-evaluation process and in response to the principles identified in ‘The working together to safeguard children document’ (HM Government 2015) it was agreed that a more integrated, whole school approach to safeguarding needed to be established through the formation of a multi-professional safeguarding group.  The safeguarding group is made up of professionals from across the school and the safeguarding lead on the Governing Body. The purpose of the group is to ensure that as a school we fully comply with our duties in the areas of safeguarding, child protection, behaviour, e-safety, personal, social and health education (PSHE), relationship and sex education (RSE), countering extremism and data protection. The aim of establishing our safeguarding group was to ensure that the extensive range of safeguarding responsibilities that existed within school was shared and delegated and did not fall simple to one person. Over the last few years it has become increasingly apparent that the areas identified above all overlap enormously, and are all changing rapidly. The school was concerned that delegating these areas of responsibility separately to different people could result in a piecemeal provision; whilst at the same time acknowledging that the safeguarding role was too huge to be the responsibility of one person. The school therefore embraced a model of a working group, made up of key professionals that would meet every half term and oversee these inter-connected areas. Such a group would embrace the principle from ‘The working together to safeguard children’ (HM Government 2016) document, that states that ‘there should be a culture of continuous learning and improvement across the organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promote good practice’.  The key professionals who meet are;  The Headteacher  The Deputy head teacher – Safeguarding Lead/Lead teacher for LAC  Family worker  PSHE curriculum leader  IT curriculum leader  Lead Governor for Safeguarding  The main purpose and remit of the safeguarding group is to ensure that all young people in the school remain safe in the face of a complex and rapidly changing areas, such as e-safety, and to achieve this by providing effective leadership and management of all related areas through a cohesive working group with a clear mandate.  The working together to safeguard children document (HM Government 2015) states that ‘in order that organisations and practitioners collaborate effectively, it is vital that every individual working with children and families is aware of the role that they have to play and the role of other professionals. In addition, effective safeguarding requires clear local arrangements for collaboration between professionals and agencies’. The setting up of a safeguarding group very clearly supported this aim, as the responsibility of the group was comprehensive and included the need to stay up to date on new issues, developments and resources. To monitor and evaluate the effectiveness of the school’s e-safety provision. To identify gaps in provision that requires some form of initiative. To organise events and initiatives e.g. a survey / parent workshops/ anti-bullying week / safer internet day. To review relevant policies annually - RSE, acceptable use policy (AUP), safeguarding and to monitor incidents and identify most effective practice. |

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| **THE GOOD PRACTICE IN DETAIL (how it improved outcomes for pupils)**  The working group facilitates a number of advantages including:   * Sharing the knowledge, experience and expertise of a range of professionals within the school and beyond * Everyone is better informed within the group, and indeed, as a consequence, across the school * Workload and actions can be shared amongst the group members * Everyone has to account to the group for actions done and not done * If someone leaves the group, the momentum and progress can be sustained and new members of staff inducted effectively into both the group and their safeguarding role within school * It helps develop the perception among the wider school staff that ALL these areas are truly inter-connected and inter related and everyone's concern |

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| **Impact on pupil outcomes:**   * 100% of pupils report feeling safe at school * 94.7% of pupils report feeling able to talk to a member of staff |