

# June 2022

## Safeguarding and SEND updates for colleagues



*This month's newsletter should be shared with principals, DSLs (and their deputies), SENCOs (and deputy / assistant SENCOs), senior leaders and governors.*

### The final half-term of the year – preparing for transition

As we prepare for children and young people to leave our settings and to join us, it is critical that we ensure that documentation travels with our young people to their new settings.

#### My Concern

Please use case management meetings to ensure that all open concerns that are completed have been closed in preparation for transition. Where concerns remain, please ensure that a clear 'decision and rationale' is entered to advise that the concern remains and that the concern is open due to ongoing work being needed in the child or young person's new setting. A reminder that all who transfer to settings with My Concern can be transferred to the new setting through the system itself – this is a straightforward process.

#### Provision Map

Please ensure that all provisions have ended before the children and young people are transferred to their new setting. Where the setting uses Provision Map, you can transfer the child electronically through the system – your system administrator needs to contact Edukey directly to ensure that the transition mode is switched on. Receiving secondary settings are advised to identify whether a setting uses Provision Map or not in order to be clear about how records will be transferred.

The records should not be weeded before transfer to the new setting unless any of the items mentioned below have been placed on the file. It is important to remember that the information which may seem unnecessary to the person weeding the file may be a vital piece of information required at a later stage.

- Absence notes
- Parental consent forms for trips/outings (in the event of a critical incident all the parental consent forms should be retained with the incident report not in the pupil record)
- Correspondence with parents about minor issues
- Accident forms (these should be stored separately and retained on the school premises until their statutory retention period is reached. A copy could be placed on the pupil file in the event of a major incident).

Academies do not need to keep copies of any records in the pupil record, except if there is an ongoing legal action and then the school should keep that information until the case is closed then send the information to the new setting.

The setting which the pupil attended until statutory leaving age (or the setting where the young person completed post-16 studies) is responsible for retaining the record until the young person reaches the age of 25 years. This retention is set in line with the Limitation Act 1980 which allows that a claim can be made against an organisation by minor for up to 7 years from their 18th birthday.

Remember that files should only be transferred to the new setting when you are confident the child or young person is starting in the new setting. In the event that a young person does not start on roll with you, but you have received their file, it must be transferred back.

**Please ensure that you have received all records for new starters no later than 16 September 2022**

# Harmful Sexual Behaviours

To support schools to promote healthy relationships and to act as reminders to children and young people, a suite of posters have been designed for our settings. There are currently two posters for secondary settings and one for primary settings – however, it is encouraged to display the secondary posters in Year 6 spaces – and possibly also in Year 5 spaces.

These posters will be shared with schools as pdfs for display during this month.

**STOP SEXUAL HARASSMENT**

**HARMFUL SEXUAL BEHAVIOUR**

Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult.

(Hockett, 2014)

INAPPROPRIATE	PROBLEMATIC	ABUSIVE	VIOLENT
Single instances of inappropriate sexual behaviour	Developmentally unusual	Offensive sexualised language	Physically violent sexual abuse
Sending of images where private areas are covered up	Socially unexpected	Victimising intent or outcome	Highly intrusive
Consensual and reciprocal but not age appropriate (age 15)	Consent unclear	Misuse of power	Instrumental violence that is psychologically and/or sexually arousing to the perpetrator
One off instances of sexualised language	Lacking reciprocity	Coercion and force to ensure victim compliance	
	Including levels of compulsion	Intrusive	
	Repeated instances of sexualised language	Informed consent lacking	
	"Love bites"	Victim not able to freely give consent	
	Consensual sending and receiving of nude images	Sharing of nude images	
		Non consensual sending and receiving of nude images	
		Expecting sexual activity in return for food or goods	

**HEARD IT? SEEN IT? EXPERIENCED IT? !!REPORT!! !!REPORT!! !!REPORT!! !!REPORT!!**

**GOOD TOUCH**  
It feels good to be hugged and kissed by people you love.

- When a parent or carer gives you a hug and kiss after you wake up
- when you parent gives you a goodnight kiss
- When grandparents come to visit and everyone gets a hug

**BAD TOUCH**  
Bad touch makes us feel bad or uncomfortable.

- When someone kicks, hits, punches or slaps
- When being touched where you are not supposed to be touched

Private body parts are the parts you cover with your swimming suit when you go swimming. No one should ever touch your private parts except your parents or Doctor as they help to keep you clean & healthy.

**No**  
If someone gives me a bad touch, I say "no, stop that, back off" or "I don't like that" or "don't touch me that way".  
"Never agree to keep it secret. Tell someone you trust."

**Dear Friend,**  
When someone gives you bad touch, Don't feel that you are bad. Whoever gives you a bad touch is the one who is bad, not you. "Your body belongs to you!"

**CHILD SEXUAL EXPLOITATION: IT'S NOT OKAY.**

It's okay for someone to expect you to perform sexual acts in return for food or a place to stay.

It's okay for someone to expect sex in exchange for drugs or alcohol.

DSLs, how well do you know your data about harmful sexual behaviour? Here are some things to consider ...

How many incidents of sexualised behaviour have been reported this academic year in your setting? How many of these incidents are more serious? What training have your staff accessed? Where there is 'inappropriate' or 'problematic' harmful sexual behaviour being demonstrated, what interventions are being put into place in the academy for individual children and young people? What is the impact of the interventions that are used by your setting? Do you risk assess individuals with 'problematic', 'abusive' or 'violent' sexual behaviours? How regularly are risk assessments reviewed? Who accesses harmful sexual behaviour training? Is it the whole staff body, including office and lunchtime supervisors?

Safeguarding link governors – have you questioned your setting's DSL this year about harmful sexual behaviours? Do you know what the setting does to support and to protect both alleged victims and alleged perpetrators?

Remember, if it isn't being reported, it doesn't mean it isn't happening. How are you ensuring that your academy has a "it happens here" approach to harmful sexual behaviour?

## PSHE and RSE networking sessions

As requested by colleagues in our academies the inaugural networking session for PSHE and RSE leads in our academies will take place this month. Colleagues will have received an invitation directly. Where colleagues are keen for professional development and would like to attend this event, please liaise with your line manager – if this links to your CPD requirements and professional growth, then you may well be released to attend as well. This is for core and associate members. Governors are more than welcome to request a place.

The first session, taking place on 22nd June between 9:30am and midday at the Trust Offices in Stafford, will be an opportunity for the PSHE / RSE leads to meet one another, to share policy and curriculum content and also to share information about cost-free ways of inviting specialists to support the delivery of more specialist areas of the curriculum. We have currently secured three visiting speakers as well to this session who can share about their PSHE visiting speaker offer to schools.

It is intended that individual academies will host the future sessions (to be held three times per year, in the second half of each term) on a rotation basis in order that colleagues may visit the other settings within the Trust.



## Policy updates – preparation for 2022-23

Governors, Principals and Senior Leaders will be pleased to learn that the following safeguarding and SEND policies will be centralised in time for the new academic year. They will be shared with colleagues in advance of the end of the summer term:

- Alternative Provision
- Attendance and absence
- Child protection and safeguarding
- Children Missing Education
- Complaints
- DBS
- Exclusion
- Lettings
- Safer Recruitment
- SCR
- SEND
- Staff Code of Conduct / Staff Behaviour
- Visitor
- Whistleblowing

Individual academies will need their own:

- Anti-Bullying
- Behaviour
- Children with Medical Conditions
- Pupils with Additional Health Needs
- SEND Information Report
- Social, Emotional and Mental Health (to include staff)

Please don't hesitate to contact the central team for clarity about any further policies.



# WELLBEING



Did you know that you can access our Employee Assistance Programme **CONFIDENTIALLY**?

Did you know that the counselling service is **24 hours a day, 7 days of the week**?

Did you know that you can access **legal advice** between 9am and 9pm Monday – Friday?

Did you know that you can access **domestic abuse counselling**?

Did you know that there is **an app** with physical health programmes for you?

Did you know that you can seek support for **alcohol and substance matters**?

Did you know that **bereavement** support is available?

Did you know that you can have **CBT** programmes – face to face or over the phone?

Did you know that you have access to **financial advisors**?

Did you know that up until 5pm, you can call and **request a call back** from a qualified counsellor on the same day ... ANY day of the week.

health  assured

Website: [healthassured.eap.com](http://healthassured.eap.com)

Telephone number: 0800 028 0199

Employer code: MHA187497

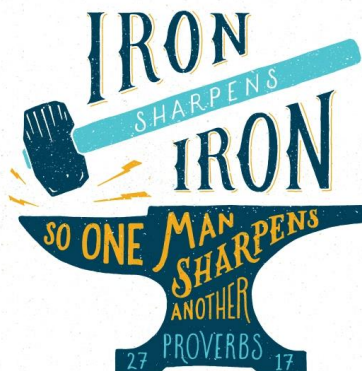


# Safeguarding and SEND Newsletter: June 2022

# A reminder about our Inclusion Strategy

Download our Inclusion Strategy by following this [link](#).

The inclusion Strategy for Three Spires Trust has our Christian identity at its core. The strategy seeks to ensure that all children and young people attending a Three Spires Trust academy are able to flourish due to the opportunities afforded to the school leaders as a result of being a part of our MAT. Deepening understanding and driving improvement, as defined in 'Called, Connected, Committed' underpin our Inclusion Strategy and, as the Apostle Paul wrote in his letter to the Romans, "God shows no favouritism". One of the strengths of being part of a MAT is that our school and academy leaders are not alone – they are able to work with each other, to share experiences and to learn from each other, as well as being able to wisely contribute to the constant drive to improve inclusivity in education.



Borne out of the parable of the Good Shepherd, our Inclusion Strategy reinforces that we strive to provide a holistic education for our children and young people; we seek to keep them safe; we seek to develop strategies that will enable themselves to draw upon the support and wisdom of those around them, but most of all, we seek for them to belong and to feel included. We know that by ensuring that all of these foundation blocks are in place, our children and young people will have the tools to thrive academically as well as spiritually and emotionally.

## What next?

- Please ensure that all stakeholders, not only the SENCo or Inclusion Lead, are familiar with the document and the key performance indicators, including the metrics that we will be drawing from individual academies over the coming months.
- Consider your own setting's needs in relation to any traded offer that is being explored and share with the central team at your earliest convenience – this offer is open to core and associate member academies alike.
- Please ensure that, as a core member academy, the Inclusion Strategy is published beneath the SEND policy on your website in order that it is front and centre for prospective parents and carers who may be exploring your setting.
- Please share any questions with Sarah directly.

## CPD Directory: safeguarding, SEND and inclusive practices

Our school improvement offer for safeguarding, SEND and inclusive practices is always growing. If you wish to book any of the training sessions, please liaise with Meg ([mtill@threespirestrust.org](mailto:mtill@threespirestrust.org)) in order to express interest and to start exploring possible dates for your school or academy. For core member academies, these events are free. There is a cost for associate members and for non-members.

### KCSIE for governors and senior leaders

Mode of attendance	Max participants	Audience
Virtual or face to face	20	Governors / SLT

### Exclusions – the graduated response and the law

Mode of attendance	Max participants	Audience
Face to face	30	Senior & middle leaders

### Exclusions – legislation and accountability

Mode of attendance	Max participants	Audience
Virtual or face to face	15	Governors / Principal

### SEND for school leaders – based on every leader a leader of SEND

Mode of attendance	Max participants	Audience
Face to face	10	SLT

### Single Central Record – how to use the system

Mode of attendance	Max participants	Audience
Face to face	3	Principal / SCR administrator