

# Safeguarding, SEND and Inclusion: June 2024

## WELCOME BACK

This is the first edition of the newly relaunched TST safeguarding, SEND and inclusion newsletter. Please share with all SLT, safeguarding team members, attendance colleagues, DTLAC, SENCo, Deputy & Assistant SENCos, behaviour leads, governors, heads of year and any other interested parties. You may want to share some / all with all staff in your setting.



### CONTENTS THIS MONTH

- National CSPR study – key themes
- NPQSEND being offered via the Three Spires Institute of Education
- Attendance updates in light of the General Election
- Reminder to all staff – be apolitical always, but a special reminder in the run up to the General Election
- Alternative Provision: due diligence – change in process incoming 2024-25
- Census and attendance checking – do you know how to check that all statutory registers have been completed?
- Exclusions of care experienced students

1: Effective leadership and culture supporting critical thinking and professional challenge

2: Giving central consideration to racial, ethnic and cultural identity and impact on the lived experience of children and families

3: The importance of a whole family approach to risk assessment and support

**Key themes from national Child Safeguarding Practice Reviews\***

4: Recognising and responding to the vulnerability of babies

5: Domestic abuse and harm to children – working across services

6: Keeping a focus on risks outside the family

\* NSPCC annual report (Feb 2024) findings

Each of these themes will be explored over the coming months' newsletters

## 1: Effective leadership and culture supporting critical thinking and professional challenge

### What does the NSPCC say?

There was limited commentary about elements of leadership and culture in the reviews analysed. However, common issues included a lack of critical thinking and professional curiosity around asking 'why' something was happening. There was also a lack of professional challenge between colleagues and agencies.

- Practitioners would have benefited from more time, resources and training to gain knowledge, skill or confidence in relation to different aspects of child protection work, including multi-agency processes.
- Senior managers and leaders need to be directly involved in complex or longstanding cases at the right time to address delays, support practitioners and facilitate the effective sharing of information across agencies.
- Safeguarding leads need to help professionals have a good understanding about the impacts of trauma on behaviour and the potential for children to experience harm as well as carry out harm on others.
- A culture of appropriate and safe professional challenge needs to be encouraged to ensure robust decision-making based on collective knowledge.
- There is a need to examine how previously identified learning is implemented into strategy and practice.

Examples of good practice included some partnerships encouraging peer-to-peer support and group supervision across agencies.

### What does this mean for practice at TST settings?

#### *Training*

Consider what access to training your team has. Who is your team? Do you have a range of "specialist knowledge" across your targeted support team in school?

What whole school training has been implemented this academic year?

What is on your training plan for 2024-25? Why have you chosen these elements to prioritise?

#### *Resources*

Is your team adequately resourced? Do you have staff in place? Do they have access to interventions to support children and families?

#### *Senior managers and leaders' involvement in complex and longstanding cases*

Does the DSL hold all CP cases? Is the DSL aware of all care experienced students and their chronologies. What about those who are not open to services but about whom there are frequently new concerns?

#### *DSLs to help professionals understand the impact of trauma on behaviour and the potential for children to experience harm as well as carry out harm on others*

How much progress has your setting made with the ARC audit and action plan work? Have you liaised with the EP about training? Does the DSL work with school staff regarding trauma informed practice? Is the DMHL involved in dissemination and training? Does the DSL support the wider SLT with training about trauma?

#### *Culture of appropriate and safe professional challenge*

Are supervision sessions dialogic? Do DSLs/DDLs hold one another to account? Is internal practice scrutinised? When was your last internal lessons learned exercise completed?

#### *Previously identified learning into practice*

Have you reviewed the recent TST CSPR learning and checked internal practice? This is ongoing for all.



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We are proud to announce we will be delivering the NPQ for SENCOs on behalf of the Church of England in November 2024

*Register your interest now to secure a place:*

The NPQSEND is suitable for anyone with an interest in SEND – not just for those employed as the school's SENCO or those who aspire to be a SENCO, but also for assistant or deputy SENCOs and others who want to better understand the world of SEND.

To register for your place on the course, you simply need to complete the NPQ application form through CEFEL (The Church of England Foundation for Educational Leadership – scan the QR code on the right to fill your form in. What are you waiting for?



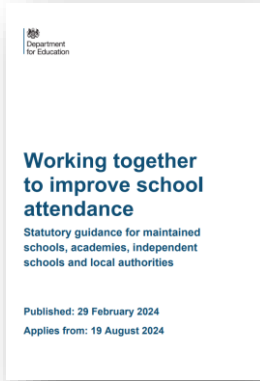
*SCAN ME*

**NPQ**



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## ATTENDANCE UPDATE- NEW INFORMATION IN LIGHT OF GENERAL ELECTION



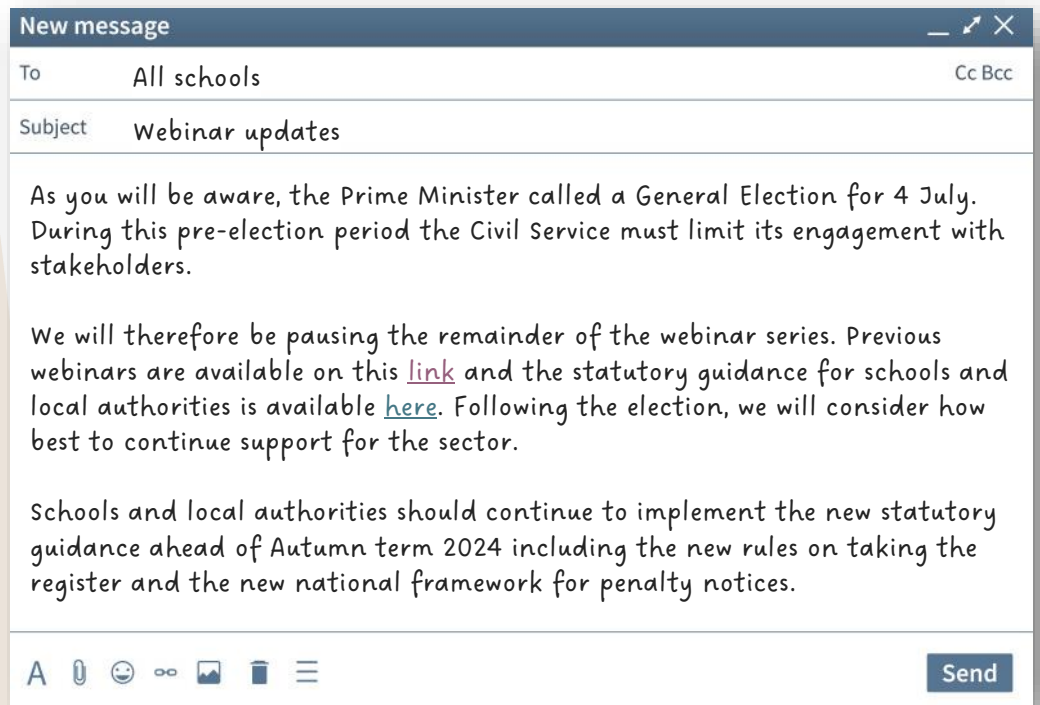
Attendance champions and attendance managers from across the trust have been meeting to prepare for September 2024 and the new statutory guidance



## Attendance Matters



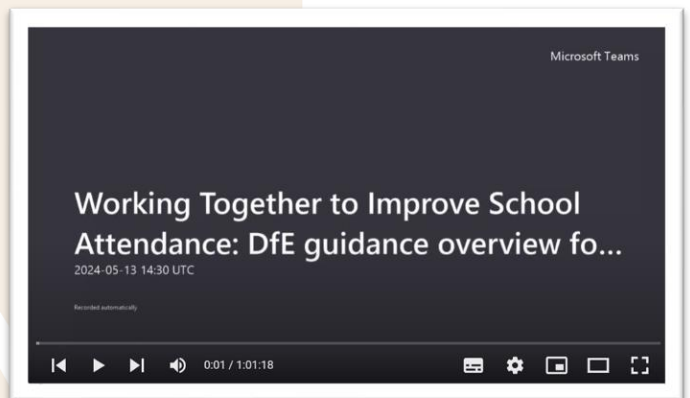
In light of the General Election on 4 July 2024, the DfE has **paused** the series of webinars to support schools. Please see the DfE communication sent to settings on 30 May 2025:



**Critical to note – even though EdClass and Academy21 have Ofsted approval, schools cannot dual roll and schools must mark as absent when accessing remotely from off site.**



If you didn't sign in to the Attendance Codes webinar "live" from the DfE, it is a **MUST WATCH** for attendance officers, attendance managers, attendance champions, DSLs and Principals. The information is very clear about what codes can be used and **IMPORTANTLY** when.



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## GENERAL ELECTION – ADVICE TO SCHOOLS

The below information is shared as a reminder of the email sent to Principals on Thursday 23 May 2024 (the morning after the announcement of the General Election).

Further to the news that there will be a General Election on Thursday 4 July, can you please take a moment to remind colleagues about being "politically impartial". Clearly this is always a requirement, which is worth reminding staff of (this isn't "just" because of the upcoming election ... it is just typically harder to be politically impartial when we are in the run up to a General Election).

The DfE guidance on this can be found here:

- [Pre-election guidance for schools and multi-academy trusts - GOV.UK \(www.gov.uk\)](https://www.gov.uk) - I imagine this link may be updated in the coming days
- [Political impartiality in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk) (scenarios E, N and P in particular reference elections)
- [Political Impartiality Guidance Pamphlet \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) - this is a pamphlet designed for school staff

The General Election presents fantastic and exciting opportunities to discuss and explore democracy in the UK and the guidance is clear that you absolutely don't need to avoid this just because we are in the run up to the election! It is just important that our colleagues keep themselves safe when having such conversations and developing any such lessons or opportunities.

With the General Election falling in July, we do have students who are already 18 (or who will turn 18) and will therefore be able to vote. Please can you liaise with your sixth form colleagues in order to spread the word about how to register to vote: [Register to vote - GOV.UK \(www.gov.uk\)](https://www.gov.uk) - they can register from the age of 16, but will need to be 18 or over on the day of the election. You are able to encourage these students to vote (but clearly, we can't tell them who we (or should that be who "any of us") think they should be voting for!).

Please remember to remind your staff who do not have email accounts about this as well - and any volunteers and contractors etc. Can receptionists please keep a keen eye out for any visitors who are sneakily wearing any party political badges over the coming weeks.

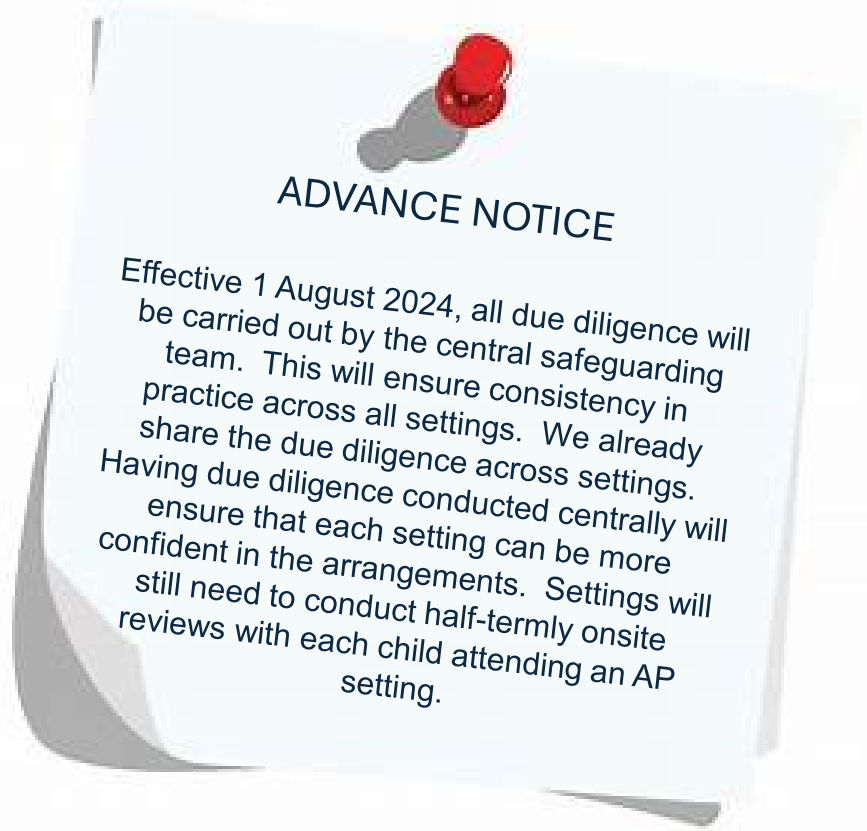


There is a newly released National College 1hr CPD session about remaining impartial whilst working in schools – this may be of interest to some colleagues – especially those who are teaching about emotive matters and Citizenship.



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## CHANGE IN ARRANGEMENTS FOR DUE DILIGENCE OF ALTERNATIVE PROVISION SETTINGS



### ATTENDANCE CHECKING FOR Ns

Remember to ensure that, at the end of each week there are no "missing marks" and no "N" codes which are over 5 days old.



How to check?

In Arbor, select "students > attendance", then on the left hand menu, select "reports".

Scroll down the page to "export week by week marks report" and add the start and end date for the current week.

Export the report to Excel.

Once in Excel, in an empty cell, type "**countif**(" then highlight the cells of all the register marks, then type **","N")**" and the number of Ns will be indicated.

Repeat the formula, changing the **"N"** for **"-"** to find all missing marks.



These need clearing weekly. Remember it is our statutory obligation to gather session attendance data and all Ns must be removed no later than 5 days after entry. Best practice is to change to an **O** at the end of the day and to update, if a parent shares authorised (or unauthorised) reasons with you at a later date.

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## EXCLUSIONS OF CARE EXPERIENCED CHILDREN



### Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Guidance for maintained schools, academies, and pupil referral units in England

September 2023

Paragraphs 58-62 (pp24-25) of the statutory guidance about suspensions and permanent exclusions is clear about what needs to happen as part of the decision-making process in respect of children who have a social worker, including those who are looked after.

### Paragraph 58

This paragraph talks about social workers' involvement in children's lives and that education is an important protective factor. Refers to Headteachers needing to consider the safety of all in school and the safety of the potentially excluded child at home or in the community and to devise strategies that take this into account (day 1 provision ...?).

### Paragraph 59

This paragraph details that when a child is at risk of suspension or permanent exclusion, the social worker, the DSL and the parents of the child (if applicable) should be involved as early as possible in relevant conversations.

### Paragraph 60

This paragraph details that when it is likely a looked after child will be suspended or permanently excluded, the DTLAC should contact the VSH asap. With the VSH, the DTLAC **and others** should consider additional assessments and support that can be put into place to address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. The home or foster carers ought to also be involved.

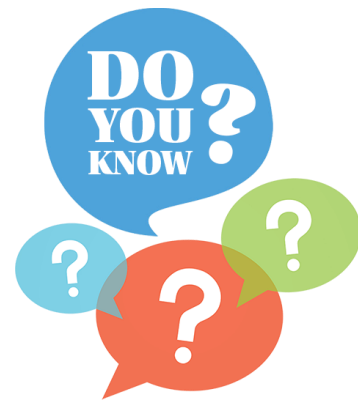
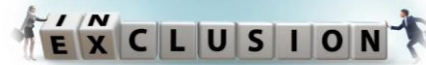
### Paragraph 61

This paragraph focusses on the importance of exploring the child's behaviour and the reduction in likelihood of suspension through PEPs .

### Paragraph 62

This paragraph describes working with the parents and DTLAC where a previously looked after child is at risk of suspension or permanent exclusion and suggests that the VSH may be able to help.

**REMEMBER TO DOCUMENT ALL MEETINGS – CONTACT THE CENTRAL TEAM IF YOU WOULD LIKE ADVICE OR SUPPORT IN ANY OF THESE MEETINGS OR IN PREPARATION FOR ONE.**



How many looked after children are there in your setting?

How many different LAs does your setting work with?

Which virtual schools is your setting is involved with?

What the DTLAC is expected to do?

Who line manages the DTLAC in your setting?

Who should be involved in suspension / permanent exclusion prevention meetings where a child is looked after?

How do you make contact with the virtual school?

What training does your LA virtual school offer to your setting?

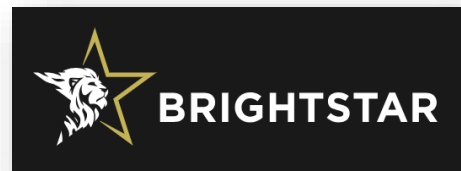
Is your DTLAC always aware of any exclusions of looked after children?

Who knows about each individual child's story?



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## BRIGHTSTAR ANNUAL CELEBRATION EVENING



The Brightstar celebration evening was uplifting and affirming. Brightstar have been operating in Wolverhampton for some time now and have been on our approved list of alternative provision settings for the past three years. This summer term, they have opened a base in Stoke, which would be appropriate for any of our North Staffordshire or Stoke schools.

Matt Sen from Brightstar has spoken to students at St Regis and at St Peter's and is due to present to the students at The King's this month. Matt's presentation is about his own lived experience and is incredibly motivational. The mentoring that Brightstar offers can help children to see what others see in them and help them to value themselves more.



## WHAT ARE YOU DOING TO SUPPORT PARENTS TO SAFEGUARD THEIR CHILDREN?

KCSIE talks of the importance of schools offering support to parents in order that they may better understand how they can safeguard their children. How do you do this in your setting?

If you have examples, please share them with the central team and we will showcase the different approaches across the trust team in order to fuel further thinking about how to face this challenge!

Maybe you are already using the #WakeUpWednesday resources – if not, they are an easy “way in” to sharing ideas with parents. Why not give it a go?

