



**Woodside Primary Academy**  
**Link Governor Agenda: Safeguarding**



**Date: 27.01.22**

**Time & Location:**

**Present:**

Agenda Item	Discussion	Questions	Answers
<b>Safeguarding Overview</b>	<p>Looked After Children- 2 pupils            Child Protection- 3 pupils            Child In Need – 16 pupils            Early Help – 11 pupils – has Family Support Practitioners</p> <p><b>Patterns and Trends</b>            More families are on Early Help –this has been increasing since COVID – Early Help is voluntary and is supported by Family Practitioners. Parents/ carers are consenting to have support and this is positive.</p> <p><b>Support</b> – EH Co-Ordinator from Waltham Forest: Julia Burns – the school has a good working relationship and liaise half termly to discuss cases ; raising any concerns Shares open cases and provides external support</p>	<p>Is this poverty and economic deprivation?</p> <p>Do organisations from Early Help help with forms?</p> <p>Why are parents taking this support?            What are outside referrals?</p> <p>Do the staff know?</p>	<p>Poverty and Economic deprivation can be contributing factors to neglect. Neglect is not always intentional and can be a result of environmental factors and historical context.</p> <p>Early Help can support families with a range of services – eg Signposting or liaising with Housing and this would include support with filling out forms. They have more direct access to support within the Borough.</p> <p>Combination – the school is being more proactive in offering support and also outside referrals are being made.            Schools , Police , Health            Parents are also self-referring following cases being closed – for a second time</p> <p>Yes- and approximately every 6 weeks staff information gather for these outside services to contribute to multi agency meetings around the child.</p>

**Reach2 Review**

The report shared the following :

Evidence from this review strongly indicated that safeguarding is effective.

School's pro-active approach to early help and the support given by adults who are working directly with individual pupils.

Staff have received a range of effective safeguarding training, including in depth work around gangs at the beginning of the year.

Staff spoken to during the review were knowledgeable about risks within the local community, including radicalisation and gangs.

Staff were clear about the signs of abuse and articulate about the school's processes for reporting and escalating concerns.

Record keeping is robust. Concerns were responded to consistently and appropriately.

The school has carried out a risk assessment for peer-on-peer abuse, with any concerns that may be linked to this recorded clearly and responded to proportionately and appropriately. From discussions with pupils in single-sex pupil groups, they demonstrated an understanding of the importance of personal space and inappropriate touching.

Pupils expressed they felt safe in school- they had trusted adults to speak to and all shared they would let an adult know if they were worried.

What are pupil meetings?

During the review – groups of pupils are chosen by both the inspectors and the school from Key stage 2 – they are questioned about how the school keeps them safe and in relation to themes from the PSHEC programme e.g. bullying , LGBT , themes around celebrating difference

<p><b>Operation Encompass</b></p>	<p>Operation Encompass is an initiative that enhances communication between the police and schools where a child is at risk from domestic abuse</p> <p>The purpose of the information sharing is to ensure schools have more information to support safeguarding of children. By knowing that the child has had this experience, the school is in a better position to understand and be supportive of the child's needs and possible behaviours</p> <p>Operation Encompass will complement existing safeguarding procedures</p> <p>The school has shared with the community that we are part of this pilot – it is on the website and there is a link which provides further information.</p> <p><b>The Overview</b></p> <p><b>2022</b> Jan – 15 files – 9 families</p> <p><b>2021</b> Dec – 6 files – 4 families Nov- 6 files – 2 families Oct- 0 files</p>	<p>Do you think it is effective?</p>	<p>The school has only recently signed up to this initiative. Joined in October</p> <p>It is effective in that the school is made aware of families where the police have made contact due to Domestic Violence – teachers are aware of a pupil's context which may affect their behaviours/ learning – there is also the opportunity of silent support and Pastoral Support</p>
<p><b>Recruitment</b></p>	<p>Designated Safeguarding Lead – the DDSL (full time) has resigned. Interviews were held yesterday – convening today to discuss if we will be appointing</p>	<p>What does the structure look like?</p>	<p>There is the DSL and there are 4 DDSL – although at present the full time role is vacant. The DDSL and Family Liaison Lead role focusses solely on Safeguarding and Support – in all other roles the staff have a range of leadership roles within the school. These staff support in the event of an overflow – they provide additional capacity across the school.</p>
<p><b>AOB</b></p>	<p>EA has met with Susan Guyatt and gone through the School Central Record</p>		