

# Dysart School Safeguarding and Wellbeing Offer

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<i>Date of last review:</i>	Sept 2023
<i>Date of next review:</i>	March 2024

# Dysart School Safeguarding and Wellbeing Offer

## INTRODUCTION

OHC&AT and Dysart School are committed to providing outstanding educational opportunities for all our pupils and students. The safety and welfare of our pupils and students is of the utmost importance. All adults working in OHC&AT settings must protect children and vulnerable adults from abuse and be aware that any pupil or student may be abused or be at risk of abuse.

Dysart School follows the Child Protection, Adult Protection & Safeguarding Policy and Procedures and the Student Mental Wealth, Health & Wellbeing Policy as agreed by the OHC&AT Board of Directors. Our Safeguarding & Wellbeing Offer provides further detail about the specific work, both proactive and reactive, that we undertake within the school/College to ensure that our pupils/students are able to learn and thrive in a safe and supportive environment. This document should therefore be read in conjunction with both of the above named policies and procedures. A full list of related policies and procedures can be found in the Child Protection, Adult Protection & Safeguarding Policy.

This document gives details of Dysart School's contextual safeguarding approach and any localised child protection procedures. It is structured around three tiers of provision:

- Universal – this encompasses all proactive work undertaken to safeguard our pupils/students, e.g. pastoral care, curriculum delivery, whole school culture, student voice/student advocacy work, therapeutic support, partnerships with external services e.g. clinical psychology.
- Targeted – any specific programmes or initiatives aimed at students or families who may benefit from additional support e.g. special learning programmes, group work for students at risk.
- Specialist – external support or specialist support within school that is aimed at students and/or families who have been identified as needing extra support e.g. learning developed specifically to safeguard, therapy and nursing programmes.

## DEFINITIONS

### **Safeguarding:**

- Protecting children / young people from maltreatment;
- Preventing impairment of children's / young people's mental and physical health or development;
- Ensuring that children / young people grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children / young people to have the best outcomes

**Child Protection:** The actions taken to protect children / young people identified as suffering, or likely to suffer from, significant harm.

## Dysart School – Safeguarding and Wellbeing Offer

### Responsibilities

Leigh Edser Principal  Deputy DSL	Steph Cruse Vice Principal  Deputy DSL	Jack Toogood Senior Safeguarding and Wellbeing Lead  DSL	Natalie Aylen Pastoral Support Advisor  Assistant DSL	Penny Jelbert SBM	Jo Williams Assistant Principal Mental Health and Wellbeing Lead
Handling SG referrals; Liaising with outside agencies (e.g. SPA, MASH, Social Care); Ensuring staff are suitably trained in SG; Team Teach training for staff	Handling SG referrals; Liaising with outside agencies (e.g. SPA, MASH, Social Care); Planning and delivering staff CPD; Maintaining effective overview of current pupil SG concerns;	Handling SG referrals; Liaising with outside agencies (e.g. SPA, MASH, Social Care); Planning and delivering staff CPD; Maintaining effective overview of current pupil SG concerns; Ensuring staff are suitably trained in SG;	Administrative tasks related to SG referrals; E-PEP funding; Supporting organisation of Team-Teach training for staff;	Maintaining accurate SCR; Ensuring First Aid, H&S training is up to date;	Member of the Safeguarding team; Updating the Dysart Mental Health and Emotional Wellbeing Strategy

**Additional safeguarding team members:-**

Dani Toogood – Assistant Principal  
 Nick Hines – Department Lead  
 Marlene Cooper – Department Lead  
 Ellie Woods – Department Lead

**Additional staff trained to DSL level:-**

Sophie Griffiths – Apollo 2 lead teacher  
 Kara Walters – outreach support teacher  
 Christine Powell – Family Support Lead

**Portfolio Governor for Health & Safety, Child Protection and Safeguarding –**

Vacant – current contact Thowheetha Shaah, Chair of Governors.

**DSL – Child protection**

**Areas of Responsibility (List not exhaustive)**

Physical abuse  
 Sexual Abuse  
 Emotional Abuse  
 Neglect  
 Bullying  
 Child criminal exploitation  
 Child sexual exploitation and trafficking

Fabricated illness  
 Faith abuse  
 Gender-based violence  
 Harmful sexual behaviour  
 Intimate care  
 Mental health  
 On-line safety  
 Peer on peer abuse  
 Physical intervention and use of reasonable force

Children missing education Domestic abuse Female genital mutilation	Private fostering Radicalisation / extremism Substance misuse
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## Dysart School – Safeguarding and Wellbeing Offer

### Provision

UNIVERSAL PROVISION
<p><b>Safeguarding</b></p> <p><u>Relationships / Relationships and Sex Education</u></p> <p>This features extensively in the Dysart school curriculum and is delivered in a meaningful, tiered, way that is founded in everyday activities / routines across the school. The Universal tier of the RSE offer is published on the school website and is shared annually with all parents and carers.</p> <p>The Targeted tier of the Dysart RSE offer is the ‘Ripples’ curriculum (Relationships / RSE) was rolled out during 2020/2021 and continues to be refined alongside further curriculum developments. The ‘Ripples’ curriculum was written following extensive CPD for staff. It is published on the school website and is shared annually with all parents and carers.</p> <p>The Specialist tier of the Dysart RSE offer comprises entirely bespoke work undertaken with individual pupils following concerns / other identified areas of need. Parents and carers are always fully involved in the planning and decision-making for any work undertaken under the Specialist tier</p> <p><u>Pupil Voice</u></p> <p>Promoting pupils’ ability to effectively communicate is at the heart of the work that is undertaken to promote pupil voice. This work is undertaken in close liaison with speech and language therapists, as well as with families so that communication strategies that are shown to enable more effective communication are followed up and reinforced outside of school.</p> <p>Whilst there are no recorded instances of bullying at Dysart in recent years, we very much embrace the belief that harmful child on child behaviours are taking place and are continuing to embed pupil voice deeply into everyday practice to tackle this.</p>

Two pupil safeguarding ambassadors are involved in staff recruitment and undertake activities such as health and safety learning walks around the school site. We have developed pupil-friendly safeguarding posters that promote safeguarding and help steer pupils towards adults that they can speak to where they themselves have concerns. A pupil complaints process was developed in 2021 which outlines how pupils can make complaints as well as how staff / parents can complain on behalf of a pupil. We work extensively with speech and language therapy colleagues to promote meaningful communication for all pupils.

### Staff Safeguarding CPD

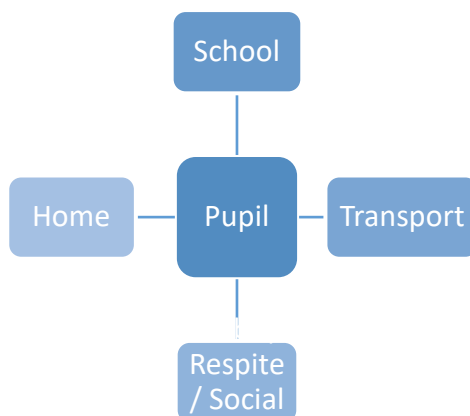
<b>Training Date</b>	<b>Nature of Training</b>	<b>Delivered to</b>	<b>Delivered by</b>
Sept 2020 start, completing date July 2023	MSc Safeguarding in an International Context	DSL	Univ of Central Lancashire
17.9.2020	Mental Health & Wellbeing Training	All Staff	Therapy Teams
23.9.2020	General Safeguarding Update, including KCSiE 2020, Prevent Duty	All Staff	DSL
18.11.2020	Female Genital Mutilation & Honour-Based Violence	All Staff	<i>True Honor</i>
25.3.2021	'Unconscious bias and decision making in Child Protection'	DSL	Ann Marie Christian
5.5.2021	Domestic Abuse, Building Relationships with Families, Internal Reporting Procedures	All Staff	DSL
15.6.2021	'Damaged Goods' Mental Health training	DSL	Danny Wilsher
3.9.2021	DSL Training	Safeguarding Team	Andrew Hall
16.9.2021	General Safeguarding Update, including KCSiE 2021, Prevent Duty, Peer on Peer Abuse & Review of <i>Everyone's Invited</i> ,	All Staff	DSL  Lynn Locke (Team Leader at the Disabled

	Role of the Disabled Children's Team in Kingston		Children's Team)
9.12.2021	'Understanding Online Child Sexual Abuse' Pilot Course	DSL	CEOP
17.1.2022	'Countering Far-Right Extremism'	DSL	<i>Small Steps</i>
15.3.2022	Safeguarding Training for Admin and Premises Staff	Admin & Premises staff	DSL
23.6.2022	'Countering Far-Right Extremism'	All Staff	<i>Small Steps</i>
01.9.2022	General Safeguarding Update, including KCSiE 2022, Prevent Duty, FGM, Findings from Child Q SPR, Recognising risks, Reporting concerns	All Staff	DSL
22.9.2022	Addressing the impact of social media on children and young people	DSL	<i>Institute of Government and Public Policy</i>

Safeguarding CPD is highly valued at Dysart school and significant investments are made by the school to ensure that staff are equipped to identify risks that may lead to harm for pupils. In addition to the above, members of the school's safeguarding team regularly attend network meetings with the Kingston LSCP and within the OHCAT DSL network.

### Contextual Safeguarding at Dysart School

We are aware of the exceptionally high levels of vulnerability that pupils at Dysart experience and have developed a map of how the school manages risks outside of school. The below map has been written following training attended by the DSL into contextual safeguarding by Dr Carlene Firmin at the University of Bedfordshire. Regular reviews of risks associated with transport, the home environment, as well as respite / after-school / holiday clubs that some of our pupils also attend are carried out by the safeguarding team. These reviews ensure that we are aware of any new or heightened risks and are able to liaise with other agencies to put in place appropriate support to reduce risk to an acceptable level.



School
<ul style="list-style-type: none"> <li>• <b>Risk: ineffective safeguarding at Dysart school increases the risk of harm to pupils.</b></li> <li>• School mitigates against the above risk through the following:</li> <li>• Bespoke safeguarding CPD for all Dysart Staff with a focus on 'how' (reporting procedures, statutory updates etc) as well as 'why' so that staff are equipped to make appropriate judgements when unexpected risks to pupils occur;</li> <li>• Agreed policies / risk assessment;</li> <li>• Safeguarding leads signed up to Met Police Operation Encompass;</li> <li>• All members of SLT are part of the 'Safeguarding team';</li> <li>• Fortnightly 'BAG' meetings to review safeguarding needs of every pupil on roll;</li> <li>• Oversight from OHCAT / LGB to ensure pupils are effectively safeguarded, and that relationships with external partners remain effective;</li> <li>• Termly meetings with key member(s) of the DCT to discuss individual pupils as well as to review and discuss any systemic issues;</li> <li>• Additional controls outlined in the school's Safeguarding Offer</li> </ul>

Home
<ul style="list-style-type: none"> <li>• <b>Risk: as a result of ineffective relationships between Dysart school and families of pupils at Dysart school, health / welfare needs of individual pupils and / or families are not identified in a timely manner, increasing the risk of harm to pupils at home.</b></li> <li>• School mitigates against the above risk through the following:</li> <li>• Thorough and bespoke induction programme for families that are new to Dysart;</li> <li>• Several face to face meetings with families throughout the year;</li> <li>• Parents actively involved in the planning and review of progress made by their child, both curriculum and EHCP;</li> <li>• Where language is a potential barrier, the school utilises interpreter services</li> <li>• Regular newsletter and website updates;</li> <li>• Regular workshops for families to attend which enable parents to develop better understanding of how to support their child;</li> <li>• How effectively teachers engage with families is linked to their appraisal;</li> <li>• Safeguarding leads signed up to Met Police Operation Encompass;</li> <li>• Families are involved in the writing and revising of key documents such as school Values and Aims statement</li> </ul>

Transport
<ul style="list-style-type: none"> <li>• <b>Risk: as a result of ineffective relationships between Dysart school and transport providers of pupils at Dysart school, health / welfare needs of individual pupils are not identified in a timely manner, increasing the risk of harm to pupils when they are using transport.</b></li> <li>• School mitigates against the above risk through the following:</li> <li>• Termly meetings between SLT and the main manager for pupils using RBK transport;</li> <li>• Termly meetings with drivers and escorts who transport pupils to Dysart;</li> <li>• Detailed Car Park user guide that is shared annually with all drivers involved in the pick-up / drop-off of pupils;</li> <li>• Bespoke coaching and training is often provided to drivers and escorts to support them with specific pupils;</li> </ul>

Clubs / Respite
<ul style="list-style-type: none"> <li>• <b>Risk: as a result of ineffective relationships between Dysart school and providers of after-school clubs / respite, health / welfare needs of individual pupils are not identified in a timely manner, increasing the risk of harm to pupils when they are at after-school clubs / respite.</b></li> <li>• School mitigates against the above risk through the following:</li> <li>• School maintains an effective relationship with providers of after-school clubs / respite through the following:</li> <li>• Termly meetings with the managers of After-School clubs and senior leaders in social care;</li> <li>• Termly LSCB meetings where safeguarding information is shared with managers of other clubs accessed by Dysart pupils;</li> </ul>

### Other Aspects of the Universal Safeguarding Offer

Comprehensive risk assessment process for all educational visits – Evolve – all staff have received training in its use

Allocated school nurse present on site throughout week. Trained first-aiders are distributed across each department so all classes can access first aid support quickly in the event of an accident.

All staff are Team-Teach trained and the school employs Team-Teach trainers who can adapt & deliver bespoke training as and when needed.

We have employed a Moving and Handling Trainer who ensures classes with pupils with mobility difficulties have staff who are trained in Moving and Handling.

An anonymised questionnaire of a cross-section of staff (to include teachers, TAs, site team, admin team, SLT, therapists, and agency staff) is conducted termly. The questionnaire asks a series of questions about reporting procedures at Dysart and enables members of the safeguarding team to be confident that safeguarding concerns are consistently reported and to identify any potential gaps which might require additional CPD.

British Values is actively promoted through Dysart's 'Rainbow' curriculum which was written specifically for pupils at Dysart

The DSL and the Deputy DSL are both Safeguarding governors at other OHCAT schools.

Staff concerns are recorded using CPOMS. Behaviour incidents and medical incidents are also recorded on CPOMS which obtains live attendance data for each pupil from SIMS, enabling an accurate, holistic, picture of each pupil to be presented at any given point in time.

All classrooms include a safeguarding poster with clear photos and mobile numbers of the DSL and Deputy DSL. Classrooms also include a 'Pupil-Friendly' safeguarding poster to show pupils who they can go to if they are hurt or worried about something.

School site is secure and accessed by biometric scanners. External gates in the car park installed in August 2022 have further bolstered the site security. Adults on site wear colour-coded lanyards to ensure that visitors / unauthorised adults are easily recognisable.

Fortnightly *Risk and Review* meetings provide a forum for all members of the safeguarding team to share updates on individual pupils across the school. Every pupil is risk-rated based on safeguarding information, and every pupil is considered at every meeting. School nurse, members of the behaviour team, and the school's pastoral support advisor also attend to ensure that a full and complete picture of each pupil is obtained during the meetings.



Staff work with therapists and families to promote effective communication skills for all pupils, giving pupils the tools they need to communicate meaningfully with those around them

Families Workshops – workshops held at school throughout the year designed to better equip families to support their child outside of school

### **Child Protection**

High levels of training for the safeguarding team ensures that we are well-placed to identify instances where actions / support taken by external agencies is not consistent with statutory procedures / timelines.

DSL and Deputy DSL have signed up to Met Police ‘Operation Compass’

Fortnightly *Risk and Review* meetings provide a forum for all members of the safeguarding team to share updates on individual pupils across the school. Every pupil is risk-rated based on safeguarding information, and every pupil is considered at every meeting. School nurse, members of the behaviour team, and the school’s pastoral support advisor also attend to ensure that a full and complete picture of each pupil is obtained during the meetings.

Family Support team established at Dysart from September 2021. This gives greater capacity for attendance at multi-agency meetings as well as providing support to families in the home.

Termly meetings with senior leaders in the Disabled Children’s Team in Kingston which provide oversight and identify any challenges in the relationship between Dysart and social care.

‘Low Level Concerns’ procedure is shared with staff and is regularly tested and checked through meetings and training ensuring that staff understand how they should report any low-level concerns about members of staff. This procedure can be found on the school website.

### **Wellbeing**

#### Our Pupil’s wellbeing

- Every family new to Dysart meets with the class teacher and/or SLT member to complete a ‘pupil map’. This is a timeline of the child’s life, from birth prior to beginning at Dysart. Families can give us as much information as they feel they are able to which will enable us to direct the correct MHWB support to the family and to the pupil.
- All pupil’s have their own Essentials toolkit, which is co-produced by the teacher, MDT, family and pupil themselves to inform those around them of how they need to be supported under 5 essential areas: Communication, Wellbeing, Engagement, Environment and Daily living skills. These 5 areas contain ‘Quality of Life’ indicators such as the ability to communicate, the freedom to choose and the right to positive relationships with others.

- The PBS team co produce pupils Essential Behaviour Support plans with the pupil and their family to ensure the pupils voice is heard in how they need people around them to support them when they are dysregulated.
- Effectiveness of the Essentials Toolkits deep dives are conducted in the second half of the Spring term to ensure consistency, to identify areas of strength and areas for support for staff teams and reviewing the tiered level of support need system.
- Staff work closely with the therapy teams to ensure that therapeutic support is fully embedded in everyday life.
- Every pupil has 4 SCERTS (Emotional regulation and Social communication), informed EHCP outcomes which are created using the SCERTS framework, enabling all pupils to work through a sequence of outcomes to achieve the skills required to be able to develop social communication and Emotional regulation. Use of SCERTS framework enables more informed planning and target-setting, and enables more effective measuring of progress made by pupils with regard to their MHWB
- MHWB through the SCERTS informed outcomes is explicitly taught across the curriculum through SPARKS, RSE and Zones of Regulation as well as through the literacy area of the curriculum.
- Workshops provided to parents to support their understanding of MHWB for children and young people with SEND.
- Regular opportunities for parents to feed back to school throughout the year about their child's wellbeing including a dedicated Essentials parent consultation during the Autumn term.
- Staff training in MHWB begins at the point of induction, including online training and in house training.
- Staff have completed updated online MHWB training focused on children and young people's MHWB needs.
- Development of the MHWB parent Champions, including parent supporting parent groups and tier related support groups.
- Tiered system for identification of level of support need for each pupil, categorised into 3 tiers depending on level of support required and associated Behaviour support plans.
- MHWB lead attends bi weekly Risk and Review meeting to inform the safeguarding team regularly of MHWB and PBS support being provided across the school.
- Minimum classroom standards create the guidance for all staff teams and classroom environments to provide consistent support for all pupils at Dysart.
- School was awarded the *Wellbeing Award for Schools* in the summer term 2020. The *Wellbeing Award for Schools* has eight objectives which focus on areas of evaluation, development and celebration of the work of the school in promoting and protecting emotional wellbeing and positive mental health for all members of the school community. The assessor commented that the MHWB provision at Dysart was one of the strongest in the UK.

Our Family's wellbeing

MHWB Support

- Rolling programme of parental workshops focusing on MHWB, Positive Behaviour Support, Early Bird, communication and regulation.
- Dedicated Family Support Team who organise a wide range of opportunities for parents, carers and siblings to get involved and connected to the school. The team also support in applications for blue badges, DLA payments and funding or grants for equipment, clubs and holidays.
- Dysart Champions comprises of 4 areas: Pupil wellbeing and Family wellbeing, Staff wellbeing, Events and fundraising and Promotions. Each area comprises of staff as well as families and feed into the overall Dysart Champions group which promotes positive MHWB across the school community.

#### Communication with our families

- Monthly newsletter including MHWB section
- Regular updates on school Instagram account.
- Seeking MHWB help and support info leaflet for parents
- Open door policy for parents to come and talk to SLT, family support team and class teachers as and when they need us.
- Parents co-produced our MHWB strategy and MHWB vision statement
- Home/ school contact books and Class Dojo communicate to parents and carers about their child's day
- Parental access on E4L assessment app to view their child's progress.
- A wide variety of workshops, coffee mornings and school events across the year.
- Dysart have been awarded the Leading Parent Partnership award for our support and communication with families.

#### Our Staff's Wellbeing

- Seeking help and support info leaflet for staff – sign posting to support networks
- Confidential and free access to the Health Assured Employee Assistance programme (EAP)
- Monthly 'Planet Dysart' staff newsletter to communicate changes, info, and MHWB section.
- Weekly whole school virtual meeting to ensure that information is shared across the whole staffing team and to bring a sense of community across settings.
- Online MHWB training sessions on how to look after our own MH+WB and our colleagues.
- Staff MHWB focused surveys and communication to staff of changes implemented as a result.
- Structured MHWB team in place. This is overseen by the Assistant Principal who is the school's Mental Health lead. The team works with the wider MDT to provide ongoing MHWB advice and support to colleagues about pupils.
- OHCATs Staff wellbeing policy
- Dysart's MHWB strategy and MHWB vision statement was co produced and reviewed by staff

- Dedicated staff rooms with 'take what you need' hampers
- Staff Champions wellbeing team established and supported to offer regular events
- 3 members of staff are trained Mental Health First Aiders and are featured in the 'seeking help and support' leaflet
- Access to 'Perk box' staff reward system
- INSET and twilight training sessions on MHWB for staff's own wellbeing as well as supporting pupils MHWB
- Culture of no blame and stigma for mental health needs of school community
- 'Open door' policy for all SLT
- Reflective Practice is available for every staff member to sign up for – this is run by 2 art psychotherapists and
- Teachers can take their allocated non-contact time at home, with prior agreement from a member of SLT.
- Workload / Wellbeing is included in appraisal conversations for all staff. When discussing staff performance, line managers also discuss work-life balance with that staff member to make sure that they are maintaining a healthy balance between work and home life. These conversations are included in every appraisal conversation, and a written record is maintained as part of that process, but it is not related to the appraisal process itself.
- Feedback box (in staffroom) where staff can share (anonymously) ideas for improvement of school ethos, model good working practices
- Termly free tea and coffee for all classes
- Regular 'go home early' days
- Free Flu vaccinations for all staff
- Providing creative opportunities for building morale and promoting wellbeing (e.g. whole school staff events and brew mornings).
- Wellbeing week celebrated in school
- Staff social events

<b>TARGETED PROVISION</b>
<p><b>Safeguarding</b></p> <p>Termly meetings held between DSL and Deputy DSL and RBK's Disabled Children's Team to discuss individual pupils and also any problems we have experienced with information sharing, accessing services etc</p> <p>Kingston &amp; Richmond Safeguarding Children with Disabilities Team Meetings attended by senior staff at the Disabled Children's Team, After School Clubs, Nursing Team, as well as DSLs from other SEND schools in Kingston and Richmond. Information sharing and discussion around any problems we have experienced with information sharing, accessing services etc</p> <p>Termly meetings held between DSL and Deputy DSL and the transport provider for Kingston pupils to discuss individual pupils and also any problems we have experienced with information sharing, accessing services etc</p> <p>Termly meetings held between DSL and Deputy DSL and after-school provisions used by Dysart pupils to discuss individual pupils and also any problems we have experienced with information sharing, accessing services etc</p> <p>Behaviour Team: staff with a strong background in effective behaviour support are able to provide strategies to staff to enable them to more effectively support individual pupils. These staff are part of the group that participates in the fortnightly <i>Risk and Review</i> meetings</p> <p>Individual pupil meetings: these are held to discuss the individual needs of specific pupils. The meetings are attended by the class team, SLT, the behaviour team, and – depending on the pupil – Nest and / or therapists</p>
<p><b>Child Protection</b></p> <p>Feedback from social care colleagues and other external agencies is used to refine how support is provided to individual / small groups of pupils</p>
<p><b>Wellbeing</b></p> <p><u>Our Pupil's Wellbeing</u></p> <ul style="list-style-type: none"> <li>• Nest – a specialist bespoke in-school supportive tool to develop pupils' emotional and communicative skills run by 2 Emotional Wellbeing practitioners, one of whom is an ELSA and the other is a Psychology graduate.</li> <li>• Dysart have a PBS team with 7 PBS trained coaches providing PBS support across the school which focuses on enhancing the wellbeing and good quality of life of our pupils and everyone around them.</li> </ul>

Support includes training for staff, workshops for parents and Tier 2 targeted support.

- The 'MHWB team' are responsible for communicating with the wider staff team at Dysart regarding pupils MHWB. The 'Nest' team meet weekly and provide CPD training for all staff across the year. The MHWB team have also provided outreach support in the form of advice and training to other schools within the local area.
- All Dysart staff have access to request for support forms in order to make a referral for a pupil to receive additional support from the MHWB or wider MDT team. The MHWB lead triages this request depending on need, and allocates support/advice which may include: a MDT core team meeting with SALT and OT, Behaviour data analysis, support in the Nest through small group or 1:1, working closely with a pupil's class team to include strategies into a pupils Essentials Toolkit, embed the minimum classroom standards and to ensure the best possible support to a pupil.
- Pupils who are new to the school will be assessed using the 'Essentials Enquiry' under the 5 Essential areas for at least their first term with us, allowing time to get to know each other and find out what the pupil likes, dislikes and needs are.
- Pupils who are experiencing continuous dysregulation or have changes in their behaviour which is causing us concern will be referred to the MHWB team and can pause on their curriculum progression and return to a period of enquiry to reassess their needs under the 5 areas of their Essentials Toolkit, this is always in consultation with the SLT and MHWB lead.

### Our Parents Wellbeing

- Core team meetings with MWHB team lead, Wellbeing practitioner and required MDT professional to provide support to families with a 'tier 2 level of need child' this may include positive behaviour support, analysis of behaviours of concern, communication advice, strategies and support at home. This team will provide a series of 'coaching' and support meetings with families to support the reduction of behaviours of concern and focuses on increasing the wellbeing and quality of life for the pupil and those around them.
- Parents of children who receive Nest support can meet with our wellbeing Practitioners to understand further their child's wellbeing needs and be supported to implement 'Nest' strategies into the home.

### Staff Wellbeing

- Proactive check-in with staff who are involved in incidents with pupils where there has been behaviour that could be construed as sexualised and / or where the staff member may have been harmed. This is flagged by a member of the safeguarding team through CPOMS which alerts teachers in the school's MHWB team who then carry out an informal check-in with the staff member involved. If further support is needed this is then flagged to SLT.

- Check-ins with classes who have been supporting pupils with high levels of behaviours of concern including tier 2 and tier 3 pupils led by the school's MHWB lead and Emotional regulation practitioner. Each check-in comprises of a class visit and coaching / supportive feedback given to the class team to share ideas about how they can further promote positive MHWB in their class.
- Dysart subscribes to the *Health Assured service* for MHWB and medical support. All services are confidential and staff are not required to inform senior leaders if they are accessing support through the *Schools Advisory Service*. As a school we support staff members to attend appointments through this service.

### SPECIALIST PROVISION

#### **Safeguarding**

Termly meetings held between DSL and Deputy DSL and RBK's Disabled Children's Team to discuss individual pupils and also any problems we have experienced with information sharing, accessing services etc

Kingston & Richmond Safeguarding Children with Disabilities Team Meetings attended by senior staff at the Disabled Children's Team, After School Clubs, Nursing Team, as well as DSLs from other SEND schools in Kingston and Richmond. Information sharing and discussion around any problems we have experienced with information sharing, accessing services etc

Termly meetings held between DSL and Deputy DSL and the transport provider for Kingston pupils to discuss individual pupils and also any problems we have experienced with information sharing, accessing services etc

Termly meetings held between DSL and Deputy DSL and after-school provisions used by Dysart pupils to discuss individual pupils and also any problems we have experienced with information sharing, accessing services etc

Attendance at OHCAT DSL forum

Regular contact with social workers and family support workers to share information on current offer for specifically vulnerable pupils

Half termly safeguarding supervision meetings with OHCAT safeguarding lead, specific focus on this period of time

#### **Child Protection**

Home visits to provide advice / support to families

Team around the child (TAC) meetings, Child in need (CIN) meetings, Child Protection meetings with relevant professionals and parents

CAMHS referrals

SPA referrals

Adherence to child protection plans, interventions and monitoring stated in CP Plans

### **Wellbeing**

#### Pupil Wellbeing

- *MHWP Plus* team, consisting of the Headteacher, MHWP team lead, Educational Psychologist, Board Certified Behaviour Analyst, Psychologist and Behaviour Analyst from the 'Emotional Health Service, Team for Disabled Children'. This team meets monthly to focus on the Tier 2 and 3 pupils, early identification, specialist support for pupils who require a higher level of input enabling us to refer and link in strongly with the Emotional Health Service.
- Attendance at CIN and EHCP reviews for Tier 3 pupils and close work with social care to ensure the pupil and their family are receiving adequate support from social care at home.
- Staff de-briefing meetings following any serious incident in order to improve outcomes for pupils.
- Tier 3 pupils receive a Functional Behaviour Analysis and Behaviour Support Plan with the Board-Certified Behaviour Analyst, reviewed regularly.
- Tier 2 pupils receive a Functional Behaviour Analysis and Behaviour Support Plan with Dysart's PBS team, reviewed regularly.
- Close work with Clinical Psychologist and Behaviour Analyst from the Emotional Health Service Team for Disabled Children to provide a series of supportive 'parent coaching' sessions to specific pupils and their families.

#### Family Wellbeing

- Families of pupils who are referred to the Emotional Health Service Team for Disabled Children can partake in a series of coaching sessions to support them to implement strategies at home.
- Tier 2 and Tier 3 parent support groups to enable parents to find connections with others who have similar experiences and share ideas, strategies and support for each other.
- Tier 3 pupil families are invited to meet with the MHWP lead and Behaviour analyst to co produce and review their child's Behaviour Support Plan.

#### Staff Wellbeing

- Referrals to Occupational Health as necessary
- Agreed absence in exceptional circumstances (in accordance with staff absence policy)
- Personalised phased return to work following extended periods of absence
- Staff 'Wellness plans' developed with the staff member, occupational health and SLT.
- SLT/MHWP team staff check in's for staff who are struggling with their MHWP

All of the above controls have been written in reference to Dysart school's *Child Protection, Adult Protection and Safeguarding Policy and Procedure*, to the





September 2021 version of *Keeping Children Safe in Education*, and to the school's Mental Health and Wellbeing Strategy document.