THE CENTRE SCHOOL LOCAL GOVERNANCE COMMITTEE (LGC)

Tuesday 17 January 2023

To be held at 6.00pm

At The Centre School

Membership:

Pri Pinnaduwa (Chair); Sue Raven (Principal); Martin Gerrard-Croxon; Judith Davies; Alison Jones; Kate Lees; Stuart Taylor, Richard Watson.

In attendance:

Clerk: Melanie Basson; Jo Myhill-Johnson.

Minute Reference	Summary of action required	Responsible	Status
20.06.22	Principal to arrange in-house training session for members regarding curriculum and assessment relating particularly to TCS. Clerk to arrange suitable time in the LGC meeting calendar for session.	SR Clerk	Agenda item 1
15.11.22	Outcome of financial funding bid for TCS farm	MCr	30 Nov 2022
15.11.22	Publish policies adopted by LGC: • TCS Equality policy 2022-23 • TCS Equality Objectives 2022-26 • TCS Accessibility Plan 2022-23 • TCS SEN Information Report 2022.	Principal	Shared with HD to arrange publishing
15.11.22	Chair to share Link Lead visit report with Clerk to circulate to the committee	PP/Clerk	
15.11.22	TCS Impact statement: Member input to Clerk/PP Chair to present statement	All/PP	
15.11.22	Future agenda items: • Farm visit – AJ • Fundraising schedule	Clerk	Agenda item 6 & 7

Agenda

Item	Timings	Subject	Format
1	30 mins	Curriculum governor training session	Presentation C4 - Principal
2	2 mins	Introductions and apologies	Oral item - Chair
3	5 mins	Declarations of interest	Oral item - Chair
4	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 15 November 2022	Papers attached (pp 3-7) - Chair
5	20 mins	Principals Update and questions	Papers attached (pp8-20- Principal
6	5 mins	Adult Safeguarding policy	Papers attached (pp21-45)
7	5 mins	Membership and LGC Link Lead visit reports • PP - Behaviour	Papers attached (pp46-47)- Chair
8	5 mins	Fundraising schedule	Oral item - Chair
9	5 mins	TCS Impact Statement 2021-22	Oral item - Chair
10	5 mins	Risk	Oral item- Chair
11	2 mins	Future agenda items and confirmation of forthcoming dates • Date of next meeting 21 March 2023	Oral item - Chair
12	2 mins	Any Other Business	Oral item - Chair

The Centre School

Local Governance Committee Meeting

Tuesday 15 November 2022

at The Centre School

MINUTES

Members Present:	Pri Pinnaduwa (Chair); Sue Raven (Principal), Martin Gerrard-Croxon; Judith Davies; Alison Jones; Kate Lees; Stuart Taylor; Richard Watson.
In Attendance:	Melanie Basson (Clerk); Jo Myhill-Johnson (Regional Director)

Minute Reference	Summary of action required	Responsible	Status
20.06.22	Principal to arrange in-house training session for members regarding curriculum and assessment relating particularly to TCS. Clerk to arrange suitable time in the LGC meeting calendar for session.	SR Clerk	17 Jan 2023
20.09.22	Publish LGC member Declaration of Interests 2022-23	Clerk/Academy	Complete
20.09.22	Circulate examination results to the LGC	Principal	Complete -Agenda item 4
20.09.22	Identify potential new LGC members	All	Complete - Agenda item 6
20.09.22	Link Leads to send visit reports to SLT member, then to Clerk for presentation at the next LGC meeting	Ongoing	Complete -Agenda item 6
20.09.22	Publish Safeguarding policy and Positive Handling policy	Clerk, MCr	Complete
15.11.22 Item 4	Outcome of financial funding bid for TCS farm	MCr	30 Nov 2022
15.11.22 Item 5	Publish policies adopted by LGC: • TCS Equality policy 2022-23 • TCS Equality Objectives 2022-26 • TCS Accessibility Plan 2022-23 • TCS SEN Information Report 2022.	Principal	Shared with HD to arrange publishing

15.11.22 Item 6	Chair to share Link Lead visit report with Clerk to circulate to the committee	PP/Clerk	
15.11.22 Item 7	TCS Impact statement: Member input to Clerk/PP Chair to present statement	All/PP	23 Nov 22 17 Jan 23
15.11.22 Item 9	Future agenda items: • Farm visit – AJ • Fundraising schedule	Clerk	

1) Introductions and Apologies

The meeting started at 6.05pm.

The Chair welcomed Jo Myhill-Johnson who introduced herself as the Regional Director and was welcomed by the committee.

There were no apologies for absence.

2) Declaration of interest

There were no declarations of interest for agenda items regarding this meeting.

3) Minutes, Actions and Matters Arising

The minutes of the previous meeting held by TCS LGC on 20 September 2022 were approved and adopted as a fair and accurate record of the meeting.

The committee noted matters arising from the last meeting and updated the action tracker accordingly.

4) Principal's Update and questions

The Principal's Update report, presented in the newly adopted Trust template, was circulated to the committee in advance of the meeting and questions were invited.
The Chair enquired as to the suitability of the new Principals Report template with regard to TCS being a Special School provision. Regarding the rationale of the format of the Principal's Update Report adopted by the Trust, Ms Myhill-Johnson explained a standard approach where Principal's update one document which reports on a number of levels and avoids time spent on duplicating reports for different audiences. Ms Myhill-Johnson explained that TCS Principal is able to adapt the format as required to suit TCS and can remove or add relevant sections to suit reporting requirements as a Special School. Ms Myhill Johnson to continue to work with the Principal with regards to the layout of the report for TCS.

The committee noted the Principals report regarding data analysis for September/October Forecasts 2022.
The Principal explained TCS's focus on reading, English, maths and science and data management. Improvements and training around Bromcom should present a better way to suit how TCS assessments can be recorded.

Curriculum

The Principal reported the curriculum TCS have adopted is proving successful with regards to student progress as they are interested and engaged in a topic. Topics such as the Qatar World Cup support integrated learning across the subjects, for example geography of the countries taking part. Students are reading Forrest Gump and the Boy in Striped Pyjamas.

Teaching and Learning

Dr Jones enquired regarding the timeframe in which staff are graded with regards to national Teachers' standards, which reflect the expectations in the Astrea Teaching and Learning Framework.
The Principal informed the committee that this is on ongoing process which is reviewed termly.

Behaviour culture

The committee acknowledged TCS behaviour toolkit applied at TCS to deal with behavioural incidents:

- Any behavioural incidents are logged on Bromcom.
- Poor behaviour is also recognised on scorecards, which is followed up by house teams.
- Exclusion (often used to give the school time to regroup)
- Offsite education done by TCS staff
- Use of Alternative Provision
- Use of our farm
- Contact with parents/carers

Other punitive measures are not effective in TCS setting and would lead to confrontation and aggression.

Attendance

TCS attendance for all students is 78.9% to date this academic year across the school, compared to last year at this time at 79.7%

The Attendance Manager, Safeguarding Lead and the SENCO meet weekly to discuss each individual student with attendance issues and monitor actions plans with a view to improving student attendance rates at TCS.

Academy Development Plan (ADP)

Regarding TCS Academy Development Plan, the committee noted the status of RAG rated items and in particular amber and red actions.

Mr Croxon informed the committee that TCS continue to focus on the consistency of House Teams. House Heads are expected to share resources, good practice and feedback with students around the ADP. House mornings reinforce development objectives and students are expected to keep evidence in hard copy folders in line with a standard approach.

The Principal reported that 'Form the Future' visited Year 10-14 students offering careers advice which will be considered in upcoming student reviews. FTF plan to return in the future to help students put together CVs.

Fundraising

Mr Croxon reported that TCS have submitted a bid for £98k for funding for TCS farm. This funding could provide a mobile classroom, new polytunnels, hardstanding vehicle area and toilets at the farm site. Mr Croxon hopes to provide an update this Friday as to whether the bid was successful.

Work placements

Mr Taylor reported that whilst work placement opportunities are working well, some placements did not materialise due to insurance requirements accommodating TCS students. TCS continue to seek work placement opportunities for students.

Quality of Teaching and Learning

The Principal presented the quality assurance Challenge Partners Report following the visit to TCS on 2 November 2022 and the committee noted the highlights:

1. *Leaders verbalise the rationale for the curriculum design well. They reference the importance of the content of each young person, including when they enter The Centre and their baseline assessments. Such information informs which groups the young person will begin their learning with, using the targets from the EHCP to influence the teaching.*

2. *Leaders make it clear that, whilst the activities may be adapted, young people in each group strive for the same end points. Units of study are adapted according to the group's current attainment. For example, baseline assessments for a group in PE demonstrated that the young people would not succeed if the initial plan was followed. This led to leaders and staff considering how success could be better engineered in order for the young people to reach the stated end points. This led to games being related which required the young people to practise key skills. These skills would be needed in order to be successful in future games.*
3. *Deliberate curriculum planning ensures that pertinent learning occurs with each young person acquiring relevant skills and knowledge. For example, if a young person arrives after classmates have studied online safety, then gaps in knowledge are addressed in basic skills sessions. House teams consist of 12-15 young people. This number enables discussions to develop whilst ensuring that each young person has a voice to show their understanding.*

With regards to SEMH and cognitive learning objectives, the Principal reported that student outcomes have improved as a result of what TCS have put in place.

Mr Croxon reported regarding PHSE delivery taught within TCS curriculum, which has been reinforced in student feedback. With students reporting improvements in obtaining support to deal with anger issues as they are not compared to unrealistic work completed by other students. TCS continue to monitor quality of teaching and learning using voice of the student and inviting Challenge Partners to return.

The Principal and Mr Croxon was thanked for their reports.

5) Policies

The policies listed below have been reviewed by TCS and were presented to the committee in advance of the meeting for ratification.

- TCS Equality policy 2022-23
- TCS Equality Objectives 2022-26
- TCS Accessibility Plan 2022-23
- TCS SEN Information Report 2022.

The LGC adopted all policies and the Clerk was asked to arrange publishing.

Clerks note: Following the meeting TCS First Aid policy, updated by TCS was reviewed and ratified by the committee electronically. TCS First Aid policy was adopted by TCS LGC and published on 30 November 2022.

6) Link Lead Visits

Ms Lees visited TCS as Link Lead for Basic Skills on 28 September 2022 and the visit report was shared with the committee and Ms Lees expanded on the report. Ms Lees reported that it was good to see students' progress and students appear to feel at home and are confident to approach staff who support them. Ms Lees intends to plan the next visit with Laura Aves.

Mr Watson visited TCS as Link Lead for Personal Development on 15 July 2022 and the visit report was shared with the committee and Mr Watson expanded on the report. Mr Watson reported the need to have a schedule for staff meetings and measuring effectiveness of staff training. The Principal acknowledged that staff reviews have resumed a more usual pattern following lockdown and are led by the House Heads being completed by relevant members of the team.

The Chair visited TCS as Link Lead for Behaviour on 6 July 2022 and the Chair gave an oral update on the visit. The committee noted positive impact on behaviour at home. The Chair to share the report with the following the meeting and the Clerk was asked to circulate the report to the rest of the committee.

The Chair addressed Jo Myhill-Johnson regarding the application of the Trust Behaviour and Culture framework with regards to TCS being a Special School with different behaviour expectations to mainstream schools. Ms Myhill-Johnson acknowledged TCS is a unique provision and requires a different approach to behaviour and reassured the committee that TCS have the capacity to adapt the framework to suit within their obligations.

Questions were invited.

Ms Lees, Mr Watson and the Chair were thanked for their reports.

7) TCS Impact Statement

The Chair informed the committee that the first draft of TCS Impact Statement 2021-22 has been drafted and shared with the Principal. The Chair invited committee members to send any further input to the Clerk by 23 November 2022. The Chair will incorporate all input and work with the Clerk to draft a final version to be shared at the next meeting for final ratification.

8) Risk

The committee identified no new potential areas of risk at TCS.

9) Future agenda items and confirmation of forthcoming dates

Future agenda items:
- Farm visit – AJ
- Fundraising schedule

The date of the next meeting is scheduled to take place on **Tuesday 17 January 2023**.

10) Any other business

The meeting closed at 7.10pm.

Mr Croxon was disappointed to report that there had been a break in at the Farm where thieves took machinery from the container. Mr Croxon informed the committee that security is being addressed at the farm to reduce the risk of future unfortunate incidences outside TCS control.

A Just Giving page to raise money for the Farm was launched and to date has raised £1,655. Mr Croxon informed the committee that TCS received other donations from the community including a £750 building supply voucher at Ridgeon's from a local builder. The committee acknowledged the support received from the local community and the Chair suggested a statement from the governors acknowledging funds raised could be published on social media thanking the local community. The Clerk was asked to add 'Fundraising' to the next agenda with a view to informing the committee and acknowledging funds raised by TCS.

Ms Myhill-Johnson reported the Trust are delighted to hear of the community spirit and support for TCS from the local community.

The LGC agreed the above to be a true and accurate record of the meeting on: 5 December 2022

Astrea Academy Trust

INSPIRING BEYOND MEASURE

Principal's Report

Spring Term One

2022-2023

The Centre School

Sue Raven

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10	Number on Roll Update	
11	Any other academy matters: to include enrichment and community	

Safeguarding

Summary Update:

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	All members of the LGS have completed safeguarding training. Safeguarding Audit scheduled for 30.1.23	Health and safety Lead to write policy document for students being transported in cars.	
Trends in School	Vaping- this was addressed in PHSE Autumn 2 Online safety – activity via social media between students out of school hours, resulting in 'beef' at school. Relationship issues between younger students – addressed in PHSE Autumn 2 Knife crime – police have offered to deliver sessions around this issue	Issue of social media and group chats currently being addressed during PHSE sessions.	
Update on significant cases (anonymised)	1 LAC student now placed	Further clarification required on plan for educational provision	
Summary of referrals made	3 referrals to early help		
Ofsted Qualifying Complaints	None		

Welfare Profile:

Children at risk and children in need:	Current	Previous Report (start of HT2)	This time last year
Number and % of PP	66	64	
Number and % of LAC	3	3	
Number and % of young carers	2	1	
Number and % of students privately fostered	0	0	
Number and % of students with CP plan	1	1	
Number and % of CIN	4	3	
Referrals made for early help	3	0	
Family support assessments conducted	0	0	
Proportion meeting threshold	0	0	
CP meetings attended	3	2	
Number and % of students with an EHCP	120	119	
Number and % of students with serious medical conditions	1	1	
Number and % of students receiving external support: CAMHS	26	25	
Number and % of students receiving external support: behaviour support	0	0	

Number and % of students receiving external support: S and L	0	0	
Referrals to Channel	0	0	

SCR Scrutiny:

Details about the most recent scrutiny and any audits that have taken place. Details of any actions or recommendations made and how these have been actioned.

Review of Single Central Record by DSL on 9.11.22. Confirmation that all AP provider and visitor information stored on SCR.

DS review identified SCR actions – these are in progress.

Statutory Requirements:

Details in the table below of all updated training for key safeguarding staff. Examples to include Positive handling/Team Teach, Safer Recruitment, Prevent etc.

Type of training	Date	Number of Attendees	Provider
Good Autism Practice	8.11.22 and 22.11.22	All staff	LA Education Psychologists
Refresher – Domestic Violence and Child on Child Abuse	17.11.22 and 6.12.22	All staff	DSL

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	4	3	
Racist Incidents	2	1	
Cyber Bullying	2	0	
Homophobic Bullying	0	1	
Transphobic Bullying	0	0	

Analysis and Next Steps
PHSE sessions being delivered to students addressing the issue of group chats/online safety/consequences of behaviour. Ongoing informal conversations with students regarding appropriate behaviour, respect and challenge to inappropriate behaviour.

Data Analysis December mock exams and forecasts 2022-23: analysis and review

Analysis of December mock exams and forecasts 2022-23. Includes:

- Targets
- Headlines and key measures
- breakdown and summary of subject performance.

Includes an update of the progress made to date on areas of Year 11 Maximising Achievement Plan.

Key Performance Targets				
Attainment 8 score: ALL: PP: SEND:	Grade 5+ Eng & Maths:	Grade 4+ Eng & Maths:	% of students achieving EBacc: Strong Pass Standard Pass:	Progress 8 score: ALL: PP: SEND:

Priority Area	Specific Intent and Actions	Update and summary of impact to date
Reading	See document on next page *'Reading 2021-22'* *Testing has to take place 6 months after the initial test - Feb 2023*	Spot checks taking place on students where reading is average or below average. Checks show improvements being maintained.
English and Maths data management	Enable data to show progress against functional skill criteria ACTION - Bromcom focus for Training Day	Further training on 28th November 2022 Not completed due to staff sickness
Science	Measurement of progress	Further training on 28th November 2022 In place in all folders

Next Steps:

Detalis of next steps or any revisions and/or additions to plan.

Bromcom training will take place when a new date can be arranged.

Subject leads to consider approaches that enable students to catch up on 'lost knowledge' particularly science.

Curriculum

Not required

Curriculum Planning and Model for 2023-24
The focus in this report will be curriculum planning for 2023-24.
Include a simple curriculum model for 2023-24. Provide an update on CLFP and any impact of the curriculum model.

Personal Development:

From DS review:

- Personal development is a strength of the school and a model for other similar schools to follow
- Carefully thought out by leaders to have a maximum impact on pupil's development
- Clear rationale for the wider curriculum

Teaching and Learning

Teacher Grading

Grading should be based on the national Teachers' Standards and reflect the expectations in the Astrea Teaching and Learning Framework.

We have 21 staff members who teach a specific subject. This is made up of qualified and unqualified teachers.

Grading	Number of Teaching Staff	% of Teaching Staff
At Expected Standard (or better) for career stage.	21	100
Requires Improvement.		
Inadequate.		

All staff members (36) are responsible for leading activities for Extended Curriculum

Grading	Number of Teaching Staff	% of Teaching Staff
At Expected Standard (or better) for career stage.	36	100
Requires Improvement.		
Inadequate.		
Staff Receiving Support	Number of Teaching Staff	% of Teaching Staff
ITT and NQT Staff:		
ITT Support Plan e.g. TF Support Plans		
Teaching Staff:		
'Light Touch' Support	Coaching - 4 staff	11
Informal Support Plan		
Formal Capability		

'Light Touch' support is support provided before moving to the 'Informal Support Plan' stage. This 'Light Touch' support could be line management support and challenge, coaching support and additional CPD. Clear targets and a timeline for improvement are required in a similar way to an informal support plan. The above process should also apply to staff in their probationary periods. Probationary Hearings would then be held if required.

Identifying Future Leaders

	Number of Teaching Staff	% of Teaching Staff
Staff ready for promotion	0	0

Department Grading

Grades for on a half-termly basis, based on an overarching 'Quality of Education' judgement.

Rank order (and grade) subject departments against the following standard:

The department is high-achieving for all pupils, including disadvantaged pupils or is improving rapidly. Progress 8 is well above national over time or is rising rapidly. Attainment outcomes at 4+, 5+ and 7+ rank highly within the trust or are gaining substantially year-on-year. The national subject lead agrees that this department is high performing and or high potential.

The Head of Department leads a cohesive and committed team. S/he develops new teachers to a high standard quickly and challenges weak performance robustly. Astrea T&L Framework strategies are visibly effective in every lesson. Teachers can articulate the curriculum plan and how the department's approach to teaching and to behaviour helps pupils learn more and remember more with confidence and fluency.

The lesson environment is calm and conducive to learning. Pupils are enthusiastic and absorbed learners of this subject. Challenge is consistently high; the curriculum is inclusive and ambitious for all.

The department is used as a model of excellence within the Trust and would be the Principal's first choice for an Ofsted 'deep dive'.

Next Steps:
Summary of next steps to improve the quality of teaching and learning.

From PR Autumn Term 2
- Provide a succinct document detailing the SEMH curriculum, ensuring all staff are familiar and understand this - complete
- Monitoring and evaluation is built into termly reviews of the curriculum and teaching. - complete
- To ensure that skills and abilities are applied by students in all aspects of the school. Evidenced in RoA
- Bromcom is used effectively to provide data as required. Not complete

January 2023

Improve facilities for Drama
Prompts and quizzes in student house folders to provide evidence of Safeguarding curriculum

Behaviour and Culture

Behaviour Data:

DS review:

- Behaviour expectations are high
- Atmosphere is calm and orderly throughout
- Relationships between staff and pupils are very positive and are a strength of the school
- Evidence from home visits on 6th January is very positive

Suspensions this half term:

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	21	9	21	1	1	1	5	5	1	0
% Of Cohort	17.5	7.5	17.5	5	8.3	3.7	23.8	33.3	7.1	0
Total Days	34	20	34	1	2	3	12	14	2	0

Suspension Reduction:

- Some reductions in suspensions but does include 1 x 5 day suspension for a serious assault

Behaviour and Culture Next Steps:

Attendance

	Key Attendance Target	This time last year (%)	Year to date (%)
Whole School		78.5	76.8
Individual Student		-	-
Pupil Premium		76.5	73.9
SEND		78.5	76.8
% of pupils who are PA:		60.0	56.7
% of PP pupils who are PA:		65.0	60.3
% of SEND pupils who are PA:		60.0	56.7

- the attendance for students at AP   47%
- the number of students moving off roll to EHE   None

SEND Update

	Number of students	% of cohort
Number of students on Roll	120	100
Number of students with an EHCP (E)	120	100
Number of students with SEN Support (K)	0	0

Attendance:

	All Students	SEND Students	Non-SEND Students
Attendance YTD	76.8		
PA YTD	56.7		

By removing 8 students (EBSA and students who we can no longer meet need), attendance YTD is 80%

Suspensions:

	All Students	SEND Students	Non-SEND Students
Number of Suspensions YTD	34		
1+ FTE YTD %	9		
Perm Ex	0		

Transition Planning

N/A

Operations and Site Update

Two staff appointed and one staff member has left.

Staff attendance is sufficient.

Number on Roll Update

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
January 2023	**20**	**12**	**27**	**21**	**15**	**14**	**11**	**120**
October 22 Census	19	12	27	21	15	14	11	119
1st September 22	2	12	22	19	14	13	11	93
October 21 Census	10	19	15	11	22	12	15	104

Any Other Academy Matters

Comments from Spring Term Parent Visits (anonymised):

"Attendance discussed and praised. Parents extremely pleased again with school, love the adapted curriculum which suits his needs."

"Positive visit, mum really happy with his progress and the school."

"Mum was surprised how well he has done and is happy he seems to have settled so well."

"Had a good Christmas and is looking forward to returning to New Meaning. Mum said he has been really hands on with jobs at home since starting the work experience and he seems to be gaining a lot from it. Has been applying for jobs and attending interviews off his own back."

"Mum said that he is much calmer at home and has said that he is enjoying school."

"Dad very pleased with his progress and said how much he had changed for the better since joining the school."

"Mum and Dad are really happy with their progress. Both say he is different boy and the school has made a huge difference."

ADP Update:

Red: Not yet started; little or no progress made

Amber: Some progress made towards objective.

Green: Objective achieved; evidence of impact

Quality of Education				
Objective	**Key Actions**	**RAG**		**Update of Progress Made**
QE1 To build on the very best practice to ensure that the quality of education is high in all areas.	1.1 – Establish working groups (as in English and Gold Award) to peer monitor and share Practice. 1.2 – Identify areas for development through feedback, walks and observations. 1.3 – Training for all staff so that they are ambitious for all students.	■		Challenge Partners review has been completed. Learning walks are ongoing. Lesson monitor is being fixed. Groups have met but impact is yet to be seen. Autism training completed - this training is relevant to all students.
QE2 To establish a more effective monitoring system for students that maybe educated by Centre School staff off-site for 2 to 3 days per week.	2.1 – Ensure teaching staff are providing work and that completed work is returned to them for marking. 2.2 – Check in with staff (via email) fortnightly 2.3 – Leaders will ensure that progress is assessed, and needs are being appropriately met. 2.4 - Team meets regularly and files are monitored	■		Booklets made for English at all levels. Regular meetings taking place Folder of evidence for all students available. Impact shows that progress is clear. All students are engaging, and staff are clear about what they are doing.
QE3 To seek a Baseline Assessment for Maths that better suits the Functional Skills criteria from EL1 to L2.	3.1– Research Baseline Assessments available 3.2- Contact other Special Schools to see what they are doing/using. 3.3- Trial any assessments and then select the most suitable.	■		Need next steps now about what they are doing. Baselines now in place and recorded. This action now needs to be upgraded.
QE4 To continue to provide and monitor different or additional interventions in order to improve outcomes.	4.1- Ensure outcomes on the plan are being met. 4.2-Focused training to ensure needs are being met e.g., autism, trauma, ODD	■		Autism training for all staff is taking place. Trauma informed work is on-going.
Behaviour and Attitudes				
Objective	**Key Actions**	**RAG**		**Update of Progress Made**
BA1 To explore alternative strategies to fixed term exclusion.	1.1 – We have some strategies in place, the most common being off-site education. This is costly in terms of staffing but alleviates the impact of certain students in lessons. This will continue. 1.2 – To explore other options e.g., later start time, use of bungalow if space. 1.3 – To challenge staff for whom this is the immediate go to response.	■		Off-site work to continue. This is now well organised. We are using a later start for some students (mainly 9:25am) and this has helped us get off to a calmer start. Data shows nothing in terms of patterns.

		RAG	
	1.4 – Use data to identify any key triggers or times e.g., between lessons for extreme behaviour.		
BA2 To reduce the number of FTE, particularly repeat.	2.1 – Look at data available on Bromcom for certain students and see if there are things we can change. 2.2 – Staff training to re-visit vigilance, awareness, things adults can do to help. 2.3 – Accept that there will always be a need but ensure we work through strategies including EAR's to discuss with LA.		Constantly monitoring and addressing. Dip in autumn term 2 1 x 5day exclusion impacted upon final progress. We have to be very careful about our use of FTE but have taken the decision to exclude when needed.
BA3 To continue to embed the SEMH descriptors that were introduced last year.	3.1 - MGC to monitor RoA's in House Teams. 3.2 - House Heads to share resources and good practice. 3.3 - Parents/carers to be kept fully informed of progress by House Teams. 3.4 - Parent feedback from home visits.		
BA4 To continue to ensure that the attendance is a focal point for staff and students at the school.	4.1 - Explore the possibility of enhancement to the team. 4.2 - Continue to use systems in place. 4.3 - Tighten up on recording on Bromcom.		Sample notes show thoroughness of the work that is going on.

Personal Development			
Objective	**Key Actions**	**RAG**	**Update of Progress Made**
PD1 To continue to improve the House system following the re-organisation at easter.	1.1 – Regular meetings of House Heads to share good practice and to feedback on issues that are arising e.g., accuracy of point system. 1.2 – Ensure that House Team sessions are meaningful. 1.3 – Ensure that Records of Achievement are up to date and that students are able to talk about their engagement. 1.4 – Ensure that parents/carers are kept fully informed by House Teams and Bromcom is kept up to date.		This is in place and issues are dealt with effectively. 1.4 - this is good.
PD2 To introduce 1-1 careers meetings for students using an outside provider.	2.1 - Timetable meetings appropriately so that students are willing to attend. 2.2 - Ensure meeting notes go to parents/carers and are filed in Record of Achievements. 2.3 - Provide visits to work placements.		This has happened. All students in 10-14 have had 1:1 meetings for next stage applications post-Christmas.
PD3 To offer further exciting learning opportunities linked to the curriculum e.g., Public Services - Duxford Visits, PE - Grafham, Art - Van Gough Exhibition	3.1 - Curriculum teams to work together to plan this.		We have had several residentials. Other visits have happened or been planned - for example Normandy.

Leadership and Management			
Objective	**Key Actions**	**RAG**	**Update of Progress Made**
LM1 To ensure that there is robust line management in place for all staff.	1.1 – To draw up roles and responsibilities for staff, with clear line management. 1.2 – To ensure that all line managers are clear about processes and are also fully aware of the School Improvement Plan. 1.3 – To give time in the meeting schedule to ensure that time is available for line management.		Ongoing The AIP has been used by all staff to inform on their appraisal targets. Time is a still a factor re: management issue at the moment.
LM2 To ensure that there is robust quality assurance of the Gold Award in all areas.	2.1 – Termly 1-1 meetings with Stu Taylor to ensure actions from last term are in place. 2.2 – Termly meeting of group to discuss further developments. 2.3 – All leaders to meet with Claire Fouracre to ensure work experience is embedded in the award structure. 2.4 – Staff to ensure that students are aware of the criteria they are working towards and what they need to do next in order to gain the award.		We should have time this half term in a meeting to build this in. Work experience is in place for several students.
LM3 To continue to explore external funding opportunities.	3.1 – School to provide time for key staff to build on work already started and to continue to apply for funding opportunities (1 day per half term). 3.2 – Key staff to seek support from the trust.		Ongoing We have had meetings RE: ongoing offer and are awaiting a final decision. Grant of £100K received
LM4 To continue to strengthen leadership by improving staff skills.	4.1 - Identify areas of strengths and weaknesses 4.2 - Develop a clear plan to improve leadership within TCS.		Training
LM5 Ensure culture of safeguarding is high on the agenda.	5.1 - Evidence will be available 5.2 - Welfare checks will be in place		
LM6 Ensure staff have opportunities to feedback and discuss issues	6.1 - Staff will feel listened to		Regular weekly meetings with opportunities to raise/discuss issues
Sixth Form			
Objective	**Key Actions**	**RAG**	**Update of Progress Made**
SF1 To increase the number of Vocational qualifications offered.	1.1 – To explore the on-line Personal Training qualification and to offer this in school. 1.2 – To explore land-based/animal qualifications using the farm, or to build this into the Gold Award.		This has been done and is in place. Bricklaying is also in place.
SF2 To continue to find work placements that support the	2.1 – Work placements that are not costly need to be found. 2.2 – Explore building shorter opportunities into the Extended		

Gold Award and progression onto the next stages.	Curriculum e.g., 2-hour placement at the gym.		
SF3 To provide 1-1 careers advice, work placements and visits to raise awareness of opportunities after 6th Form.	3.1 - Careers advice though Form the Future 3.2 - Work placements on-going, several new places 3.3 - Visits to be planned		Careers advice has been given 1:1 to students in years 10-14. Website has been updated.
SF4 To ensure that the 6th Form timetable is creative and different thus giving opportunities for extended learning.	4.1 - Re-write of the timetable 4.2 - New courses to be introduced 4.3 - Longer sessions to support improved life skills e.g., cooking		Timetable has been rewritten to incorporate longer sessions. This is in place and thus more meaningful work is being covered e.g., opportunities to cook more complex dishes as there are longer sessions available.

Safeguarding Adults at Risk Policy and Guidance

The Centre School

Date	16 January
Written by	TCS Principal – Sue Raven
Date adopted by The Centre School LGC	23 January 2023 TBC
Review Date	January 2024

Contents

Actions to be taken after becoming aware of an Adult safeguarding concern.

This should be read in conjunction with the Allegations Procedure.

(back page of the Safeguarding Child protection Policy)

Version Control

Version no.	Update Details	Page/s	Date	Review Date
2	Added reference to the Mental Capacity (Amendment) Act 2019	Pages 3, 11	17.08.2022	July 2023
	Added Care Act 2014 definition of Adult at Risk	Page 5		

Introduction

The Centre school fully recognises the responsibilities it has under The Care Act 2014, section 14.5 'Where someone is 18 or over but is still receiving children's services and a safeguarding issue is raised, the matter should be dealt with through adult safeguarding arrangements.' The six principles apply to further educational colleges or establishments. Also, the Mental Capacity Act (2005) requires there to be arrangements in place to safeguard adults at risk.

NB: We are awaiting the outcome of the consultation on the proposed Mental Capacity (Amendment) Act 2019 which removes the process around Deprivation of Liberty Status (DoLS) and introduces new processes for Liberty Protection Safeguards (LPS). See page 11 for details.

This policy is to be read in conjunction with Cambridgeshire and Peterborough Safeguarding Adults Board Policy and Procedures ([Cambridgeshire and Peterborough Multi-Agency Safeguarding Policy | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk)](#)) and all schools are required to use these procedures.

This policy sets out how the school's Local Governance Committee discharges its responsibilities to safeguard adults at risk of abuse or neglect.

The school will:

- ensure there is a designated senior person with lead responsibility for safeguarding adults at risk in the school;

- recognise the importance of the role of the designated safeguarding lead for adult safeguarding and ensure they have the time, training and support necessary to undertake their duties;

- ensure every member of staff, paid and unpaid, and members of the governance committee, know who the designated safeguarding lead is, and their deputies, and **how to pass on and record concerns about a learner immediately if urgent, or at least within 24hrs** via CPOMS.

- ensure every member of staff, paid and unpaid, and members of the governance committee know what the contingency arrangements are for when the designated safeguarding lead is not available (contact Principal, DDSL Chris Lee-McCloud or CVC DSL)

- ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to adults at risk and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies;

- ensure that parents are informed of the responsibility placed on the school and staff in relation to safeguarding adults at risk by setting out these duties in print and online e.g. the school prospectus and website.

- provide for parents a copy of the school's Safeguarding Adults at Risk Policy and Guidance on the school website and in print if requested.
- ensure that the designated safeguarding lead takes advice from an adult safeguarding lead via Cambridgeshire and Peterborough Customer Services contacts:

Cambridgeshire	Peterborough
Customer Services (8am to 6pm Monday to Friday, 9am to 1pm on Saturday) Telephone 0345 045 5202 Email: referral.centre-adults@cambridgeshire.gov.uk	Adult Social Care MASH – 01733 747474 Early Help Helpline – 01733 863649 Email: adultsocialcare@peterborough.gov.uk
In an emergency, outside office hours, if someone is in danger and unable to protect themselves or cannot remain in the community without immediate intervention telephone 01733 234 724 and / or dial 999	

- Please see the Cambridgeshire County Council Safeguarding Adults at Risk Referral Form

- And the Cambridgeshire and Peterborough Safeguarding Adults Partnership Board Multi-Agency Safeguarding Adults Procedures March 2022.

If a person is in immediate danger, the police or ambulance service must be called straight away on 999

1.   SEND Code of Practice January 2015

Section 3.51:

Young people with SEN or disabilities turning 18 may become eligible for adult social care services, regardless of whether they have an EHC plan or whether they have been receiving services from children's social care.

Section 3.52:

The Care Act 2014 and the associated regulations and guidance set out the requirements on local authorities when young people are approaching, or turn, 18 and are likely to require an assessment for adult care and support. These are intended to support effective transition from children's to adult social care services. For those already receiving support from children's services, local authorities must continue to provide children's services until adult provision has started or a decision is made that the young person's needs do not meet the eligibility criteria for adult care and support following an assessment. Children's services must not be discontinued simply because a young person has reached their 18th birthday.

Section 8.73:

Where a safeguarding issue arises for someone over 18 with an EHC plan, the matter should be dealt with as a matter of course by the adult safeguarding team. They should involve the local authority's child safeguarding colleagues where appropriate as well as any relevant partners (for example, the police or NHS) or other persons relevant to the case. The same approach should apply for complaints or appeals.

2.   The Care Act 2014

See also DoH Care & Support Statutory guidance for **Adult Care Guidance Issued under the Care Act 2014, Department of Health** *(for people aged 18 and over)*

Wellbeing

The core purpose of adult care and support is to help people achieve the goals and outcomes that matter to them in all areas of their life.

Under the Care Act 2014 local authorities have a 'duty' to promote **wellbeing** when carrying out *any* care and support functions.

The Care Act defines 'wellbeing' as a broad concept relating to the following areas:

- personal dignity
- physical and mental health and emotional wellbeing
- protection from abuse and neglect
- control by the individual over day-to-day life
- participation in work, education, training or recreation
- social and economic wellbeing
- domestic, family and personal wellbeing
- suitability of accommodation
- the individual's contribution to society.

Who is an adult at risk?

As defined by the Care Act 2014:

The term 'Adult at Risk', is a short form of the phrase 'An adult at risk of abuse or neglect' and refers to adults who may have safeguarding needs according to the Care Act (2014). An Adult at Risk (sometimes referred to as AAR) is an adult (someone aged 18 or older) who:

a) has needs for care and support (whether or not the authority is meeting any of those needs),
b) is experiencing, or is at risk of, abuse or neglect, and
c) as a result of those needs, is unable to protect himself or herself against the abuse or neglect or the risk of it.

As set out in the Care Act 2014, statutory Adult Safeguarding duties exist when adults who are experiencing, or at risk of, abuse or neglect cannot protect themselves due to their care and support needs.

Since the Care Act 2014, the term vulnerable adult is no longer used as it can evoke negative connotations or can be seen to imply 'weakness'. Instead, the Care Act refers to adults with care and support needs.

This *may* be a person who:

- is elderly and frail due to ill health, physical disability or cognitive impairment
- has a learning disability
- has a physical and/or sensory impairment
- has mental health needs including dementia or a personality disorder
- has a long term illness/condition
- misuses substances or alcohol

Section 14 - Safeguarding

(This provides guidance on relevant parts of sections 42–46 of the Care Act 2014)

14.2.   The safeguarding duties apply to an adult who:

- has needs for care and support (whether or not the local authority is meeting any of those needs) and;

- is experiencing, or at risk of, abuse or neglect; and
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

(For the purpose of this guidance 'care and support' will be taken to include all care services provided in any setting or context.)

14.5   Where someone is 18 or over but is still receiving children's services and a safeguarding issue is raised, the matter should be dealt with through adult safeguarding arrangements. For example, this could occur when a young person with substantial and complex needs continues to be supported in a residential educational setting until the age of 25 (see also chapter 16 of the Care Act guidance). Where appropriate, adult safeguarding services should involve the local authority's children's safeguarding colleagues as well as any relevant partners (e.g. the Police or NHS) or other relevant persons.

14.20. In 2013, the Home Office announced changes to the definition of domestic abuse:

- Incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse... by someone who is or has been an intimate partner or family member regardless of gender or sexuality
- Includes: psychological, physical, sexual, financial, emotional abuse; so called 'honour' based violence; Female Genital Mutilation; forced marriage.
- *Age range extended down to 16.*

Section 16 - Transition to adult care and support

(This provides guidance on relevant parts of sections 58-66 of the Care Act 2014, and The Care and Support (Children's Carers) Regulations 2014)

This section covers:

- When a transition assessment must be carried out;
- Identifying young people who are not already receiving children's services;
- Adult carers and young carers;
- Features of a transition assessment;
- Cooperation between professionals and organisation;
- Providing information and advice once a transition assessment is completed;
- Provision of age appropriate local services and resources;
- After the young person in question turns 18;
- Combining EHC plans with care and support plans after the age of 18;
- Continuity of care after the age of 18;
- Safeguarding after the age of 18;
- Ordinary residence and transition to higher education;
- Transition from children's to adult NHS Continuing Healthcare.

Definition of Adult Safeguarding in The Care & Support Statutory Guidance:

'Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. This includes that adults sometimes have complex relationships and may be ambivalent, unclear or unrealistic about their personal circumstances.'

Incidents of abuse may be one-off or multiple and affect one person or more.

Professionals and others should look beyond single incidents or individuals to identify patterns of harm, just as the Care Quality Commission does when it looks at the quality of care in health and care services. Repeated instances of poor care may be an indication of more serious problems and of what we now describe as organisational abuse. In order to see these patterns it is important that information is recorded and appropriately shared.

Patterns of abuse vary and include:

- Serial abusing in which the perpetrator seeks out and 'grooms' individuals. Sexual abuse sometimes falls into this pattern as do some forms of financial abuse;
- Long-term abuse in the context of an ongoing family relationship such as domestic abuse between spouses or generations or persistent psychological abuse; or
- Opportunistic abuse such as theft occurring because money or jewellery has been left lying around.

Anyone may carry out abusive or neglectful acts, including:

- spouses/partners;
- other family members;
- neighbours;
- friends;
- acquaintances;
- local residents;
- people who deliberately exploit adults they perceive as vulnerable to abuse;
- paid staff or professionals; and
- volunteers and strangers.

Abuse can happen anywhere: for example, in someone's own home, in a public place, in hospital, in a care home or in college. It can take place when an adult lives alone or with others.

3. The Ten Types of Abuse and Neglect:

- **Physical abuse** – including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.
- **Domestic violence** – including psychological, physical, sexual, financial, emotional abuse; so called 'honour' based violence.
- **Sexual abuse** – including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.
- **Psychological abuse** – including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.
- **Financial or material abuse** – including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
- **Modern slavery** – encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.
- **Discriminatory abuse** – including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.
- **Organisational abuse** – including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

- **Neglect and acts of omission** – including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating
- **Self-neglect** – this covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

Signs of abuse and neglect

Workers across a wide range of organisations need to be vigilant about adult safeguarding concerns in all walks of life including, amongst others in health and social care, welfare, policing, banking, fire and rescue services and trading standards; education, leisure services, faith groups, and housing.

GPs, for example and, are often well-placed to notice changes in an adult that may indicate they are being abused or neglected.

Findings from Safeguarding Adults Reviews have sometimes stated that if professionals or other staff had acted upon their concerns or sought more information, then death or serious harm might have been prevented.

(See "Specific Indicators of Abuse", Appendix 2).

4.   Reactions to Abuse

The consequences of abuse may have profound effects on the adult involved.

The person may:

- deny that abuse has occurred, even when there is evidence to the contrary,
- attempt to persuade others that an abusive relationship is normal,
- withdrawal from social activity, ranging from normal activities to total lack of communication,
- show increased agitation and anxiety, from attention-seeking behaviour to overly subservient behaviour,
- experience depression,
- experience confusion, characterised by a deterioration in a previously confident person,
- change their behaviour or personality suddenly and unexpectedly,
- demonstrate physical or verbal aggression, or become prone to over-reaction
- demonstrate self-neglect, including the loss of self-esteem, deterioration in appearance, weight loss or erosion of personal confidence
-

5.   Making Safeguarding Personal

When abuse has been disclosed, reported or observed, it is important that the person be treated with dignity and respect and is involved fully in the discussions about them – making safeguarding personal for them. The DoH Care & Support Statutory guidance suggests all safeguarding concerns need to be tailored to the individual requiring support taking into consideration the lived experience of the adult. The Guidance states:

'…..engages the person in a conversation about how best to respond to *their* safeguarding situation.'

Finding out what difference is wanted or desired by the person? (What change does the person want?) and how will you work with the person to enable that to happen? (How can that change be made).

They have the right:

- to be listened to when they report abuse of themselves and/or others,
- to appropriate education/information in order to identify behaviour which constitutes abuse and the rights to informed decision-making and consequent risk,

- to have the investigation processed where possible through a timescale with which they can be comfortable,
- to privacy and confidentiality in the conduct of the investigation,
- to be assisted by an interpreter, advocate, relative or carer in giving information, or evidence, unless the evidence which is to be given is subject to separate rules, e.g. police procedures,
- where a person's capacity is compromised to have decisions made in their best interest,
- to expect arrangements to be made to promote safety and welfare in both the short and long term,
- to expect that the issues of power, coercion and intent on the part of the person suspected on abusing to the adult at risk are given particular attention,
- not to have to undergo repeated presentations of information/evidence, except as required in criminal proceedings,
- to be involved in decisions made as a result of the investigation,
- to not participate in the investigation,
- to have access to the police action for justice procedures where appropriate.

The 6 principles from the Care and Support Statutory guidance underpin the way we all work in safeguarding adults at risk of abuse or neglect.

Principle	What it means	What it could mean for the adult involved
Empowerment	People being supported and encouraged to make decisions with informed consent	*I make choices about my life and wellbeing. I was asked what I wanted to happen*
Prevention	Taking action before harm occurs	*I was given good information on how to choose a reputable tradesperson/I feel safe online*
Proportionality	The lease intrusive response, appropriate to the risk presented	*I was pleased with what happened. I was able to stay in my own home and supported in making new social relationships*
Protection	Support & representation for those at risk	*I was given support to make my finances secure. I get help to report abuse and I am able to take part in the safeguarding process*
Partnership	Local services working within their communities to play their role in preventing, detecting and reporting abuse	*I know that all the different people – from social care, the police and my GP have my best interests at the centre of their work*
Accountability	Being accountable for what you do and what you don't do	*I know all the different people working with me they all explain what their exact role is, but I make the decisions with their help and support*

6.   Desired Outcomes for the Individual

They:

- are safe from continuing harm and / or abuse
- feel that they have recovered from the abuse or neglect
- are empowered and able to manage their situations
- have their stated objectives and desired results met
- believe that their views, worries, and wishes are taken seriously
- feel they haven't had to compromise their safety and wellbeing at the cost of having relationships with other people
- develop stronger networks that are also protective
- know how to take precautions against harm and how to keep safe
- know who to contact to find out information
- feel in control and not driven or controlled by the safeguarding adult's process
- can get help from someone who is independent

7.   Procedures - Actions to be taken to address safeguarding concerns

It is not the responsibility of anyone working in the school to decide whether or not abuse has taken place. Staff members must raise all concerns with the designated person (**see process flowchart Appendix 3).**

Designated Lead for Safeguarding Adults is:

Annabel Gerrard Croxon, Head of Student Welfare and Safeguarding

And their Safeguarding Adults Deputies are:

Sue Raven (Principal) Chris Lee-McCloud (Teacher)

The Safeguarding Lead will devise a plan of action, taking responsibility for overseeing safeguarding processes, reporting and recording activities in the school, based on guidance from the local authority.

Any allegation made against a member of staff or a volunteer should be reported to the Head Teacher, who will seek advice from the Named Senior Officer for Education and the Local Authority Designated Officer (LADO). NB Peterborough Heads will seek advice directly from the LADO. In the event of an allegation being made against the Principal, this should be reported to the Chair of TCS Local Governance Committee. Please also note the PIPOT Guidance (People In Positions of Trust) may apply.

If a disclosure of abuse is made by a learner, they should have the procedure that will be followed explained to them, and that it may not be possible for the school to maintain confidentiality.

If a learner makes an allegation about another organisation this should be reported to the Designated Safeguarding Lead who will take appropriate action.

8.   The Prevent Duty - Departmental advice for schools and childcare providers

The Prevent Duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

The main points of this advice are to:

- explain what the Prevent Duty means for schools and childcare providers;
- make clear what schools and childcare providers should do to demonstrate compliance with the duty; and
- inform schools and childcare providers about other sources of information, advice and support.

9.   Mental Capacity Act 2005

The Mental Capacity Act 2005 (the MCA) is designed to protect and empower people who may currently lack the mental capacity to make their own decisions about their care and treatment. It also allows people who have capacity to make preparations for a time when they may lack capacity in the future.

The MCA was implemented alongside a Code of Practice which was designed to support the Act with practical, statutory guidance, explaining how the Act operates on a day-to-day basis and offering examples of best practice to carers and practitioners.

10.   Mental Capacity (Amendment) Act 2019 and Liberty Protection Safeguards

Liberty Protection Safeguards (LPS) have been introduced via the Mental Capacity (Amendment) Act 2019 for which consultation closed in July 2022. Under the Mental Capacity (Amendment) Act 2019 it is proposed that LPS replace the DoLS as the system that authorises arrangements amounting to a deprivation of liberty in order to provide care or treatment to an individual who lacks the relevant mental capacity.

The LPS will introduce an explicit duty to consult with the person, and those interested in their welfare, to establish the person's wishes and feelings about proposed arrangements. Those who are close to the person will also be able to provide representation and support to them via a new 'Appropriate Person' role. Otherwise people can be represented and, supported by an Independent Mental Capacity Advocate (IMCA) who will protect their rights throughout the process. Furthermore, the rights of people at the heart of the most complex cases will be considered and upheld by the new 'Approved Mental Capacity Professional' role.

The core principles of the MCA are at the heart of the proposed design for LPS. This will help to further align mental capacity awareness and practice across different settings and professions. Unlike DoLS, LPS will extend to 16 and 17 year olds. This will streamline existing processes and improve access to safeguards for young people.

11.   Decisions made in the 'Best Interests' of the adult and people aged 16/17 years:

In situations where the adult is judged to lack capacity in relation to the decision that needs to be made, decisions can be made in their 'best interests'.

Such decisions need to be made in accordance with the five principles of the Mental Capacity Act 2005, of which 'best interests' is one. The Mental Capacity Act 2005 sets out a statutory framework for acting and making decisions on behalf of people aged 16 years and over who lack the mental capacity to act or make such decisions for themselves. See also LPS above.

Consideration should be given to the following:

- so far as ascertainable, the person's past and present wishes and feelings and the factors that they would consider if they were able to do so
- the need to permit and encourage that person to participate, or to improve their ability to participate, as fully as possible in anything done for and any decision affecting them

If it is practical and appropriate to consult them, the views as to that person's wishes and feelings and as what would be in their best interests of:

- any person named by them as someone to be consulted on those matters, e.g. **parents/carers**
- anyone (whether their spouse, a relative, friend or other person) engaged in caring for them or interested in their welfare
- the holder or any continuing power of attorney granted by them
- whether the purpose of which any action or decision is required can be effectively achieved in a manner less restrictive of their freedom of action.

In the case of anything done or a decision made by a person other than the Court it shall be sufficient if that person reasonably believes that what they do or decides is in the best interests of the person concerned. (Law Commission Report No.231)

12.   Consent and the Sharing of Information

Your adult has the right (Human Rights Act 1998 Article 8) to not give their consent to sharing their confidential information. Informed consent of the adult should be sought and obtained. Consent must be freely given after the alternatives and consequences are made clear to the person from whom permission is being sought, if it is safe to do so (*proportionate response).*

If the data is classified as "special category data", the consent must be explicit, and specific detail of the processing should be explained, the types of data to be processed, the purposes of the processing and any specific aspects of the processing which may affect the individual e.g. disclosures.

Where an overriding public interest exists:

If informed consent has not been sought or sought and withheld, the organisation must consider if there is an overriding public interest of justification for sharing the information to a third party organisation.

In making this decision, being compliant with the relevant legislative guidance ie Human Rights Act 1998 (in particular Article 3 – your adult's right to live without inhuman or degrading treatment, Article 5, their right to liberty and security and Article 8 – their right to respect for their private and family life – so not consenting to you interfering with their life), the Care Act 2014, and the Data Protection Act 2018, the following questions should be considered:

- Is sharing the information necessary for the prevention or detection of crime, to protect public safety or to protect the rights and freedoms of others?
- Is sharing the information necessary to promote the wellbeing of the adult(s) at risk?
- What risk to others is posed by the alleged person suspected of abusing?
- What will be the impact of sharing the information for the alleged person suspected of abusing?
- Will sharing the information be proportionate to the intended aim?
- Consider domestic abuse, coerciveness and influence – can the adult freely make the decision not to share?
- Is there an equally effective but less intrusive alternative means of achieving that aim?

Having due regard to the seriousness of the abuse and the potential risk to others, it is likely that sharing information in such circumstances would be justified. It is important that it is made clear to the adult at risk, and people involved with them, such as relatives (if appropriate and the adult consents) that in these cases

there is a necessity for the police and/or local authority to investigate due to the possible risk to other adults.

No part of the data protection regulatory framework serves to prevent the responsible dissemination of relevant personal information in relation to the investigation of suspected, alleged, or actual abuse of an adult at risk.

13. Confidentiality

Whether or not planning a response to an adult at risk concern is through informal consultations or a formal meeting, you are likely to be sharing information that would normally be considered confidential.

Each school holds information, which in the normal course of events, is regarded as confidential and will have their own safeguards and procedures for sharing this with other related agencies. Some information will be subject to the Data Protection Act, 2018.

An adult at risk concern provides sufficient grounds to warrant sharing information on a "need to know" basis and/or "in the public interest" and unnecessary delays in sharing that information should be avoided. Whenever possible the adult must be consulted about information being shared on their behalf. Often consent has been given through the usual assessment process.

There will be a need to share information with other agencies for example Health, Advocacy and the Police, and generally permission should be asked before doing so.

However in exceptional circumstances e.g. if it is considered someone is at serious risk of abuse then information may be disclosed without consent but the adult should be aware of the sharing of information and that it will be shared that they are not consenting if this is the case.

Where they have capacity and they are not being pressured or intimidated their agreement should be sought and their refusal respected.

If other adults are at risk the "public interest" principle may override their decision.

'information will only be shared on a 'need to know' basis when it is in the interests of the adult'
S14.187 Care and Support Statutory Guidance

The principles governing the sharing of information include:

- confidentiality must not be confused with secrecy
- information will only be shared on a 'need to know basis' when it is in the best interests of the service user(s)
- informed consent should be obtained but if it is not possible and other adults are at risk, it may be necessary to override the requirement
- it is inappropriate for agencies to give assurances of absolute confidentiality in cases where there are concerns about abuse, particularly in those situations when other adults may be at risk
- when sharing the information with parents/family, did you gain consent from the adult to do this? You should consider safety and the 'proportionate response' safeguarding principle when making decisions to the sharing of information.

14. Record Keeping

The school will:

- keep clear, detailed, accurate, written or electronic records of concerns about adults at risk, (noting the date, event and action taken);

- ensure all records are kept securely, whether in paper or electronic format and if electronic that these are stored using recognised safeguarding software platforms.

15. Record Transfer from Education to Adult Settings

An education setting may hold records dating back to when the young adult entered the education system. An individual decision must be made in relation to each learner as to what, if any, information needs to be transferred into the adult setting.

Staff should take into account all of the information in the previous section entitled "Consent and the Sharing of Information" when deciding what child protection records to transfer to the adult setting.

Staff should only transfer information about current and/or ongoing concerns rather than transferring whole files with historical information.

The young person's/adult's views about record transfer should be sought, having regard to their capacity to give informed consent. However, failure to consent should not deter the transfer of relevant, current safeguarding information.

See the Local Authority Guidance to 'Schools on Keeping And Managing Safeguarding Records' for more details.

This Policy is to be read in conjunction with:

16. Whistleblowing Policy

Staff members and volunteers with serious concerns about any aspect of their work are encouraged to come forward and voice those concerns. The Whistleblowing Policy has been designed to assist, encourage and enable employees to make serious concerns known within the organisation.

Whistleblowers should know how to access support and to protect their own interests. Even if they decide that they wish to make an anonymous report, the information they provide will be taken into account and treated seriously. Further support can be found at Protect (formerly known as Public Concern at Work) or call for confidential advice on 020 74046609.

17. Safer Working Practice

All staff and volunteers should be familiar with, and adhere to, the principles set out in "Guidance for Safer Working Practice for those working with children and young people in education settings", 2022. This document should also be applied to work with adults at risk.

18. Other Linked Policies:

Health and Safety Policy

Behaviour Management and Anti-bullying Policy

Positive Handling Policy

Recruitment, Selection and Disciplinary Procedures

Complaints Procedure
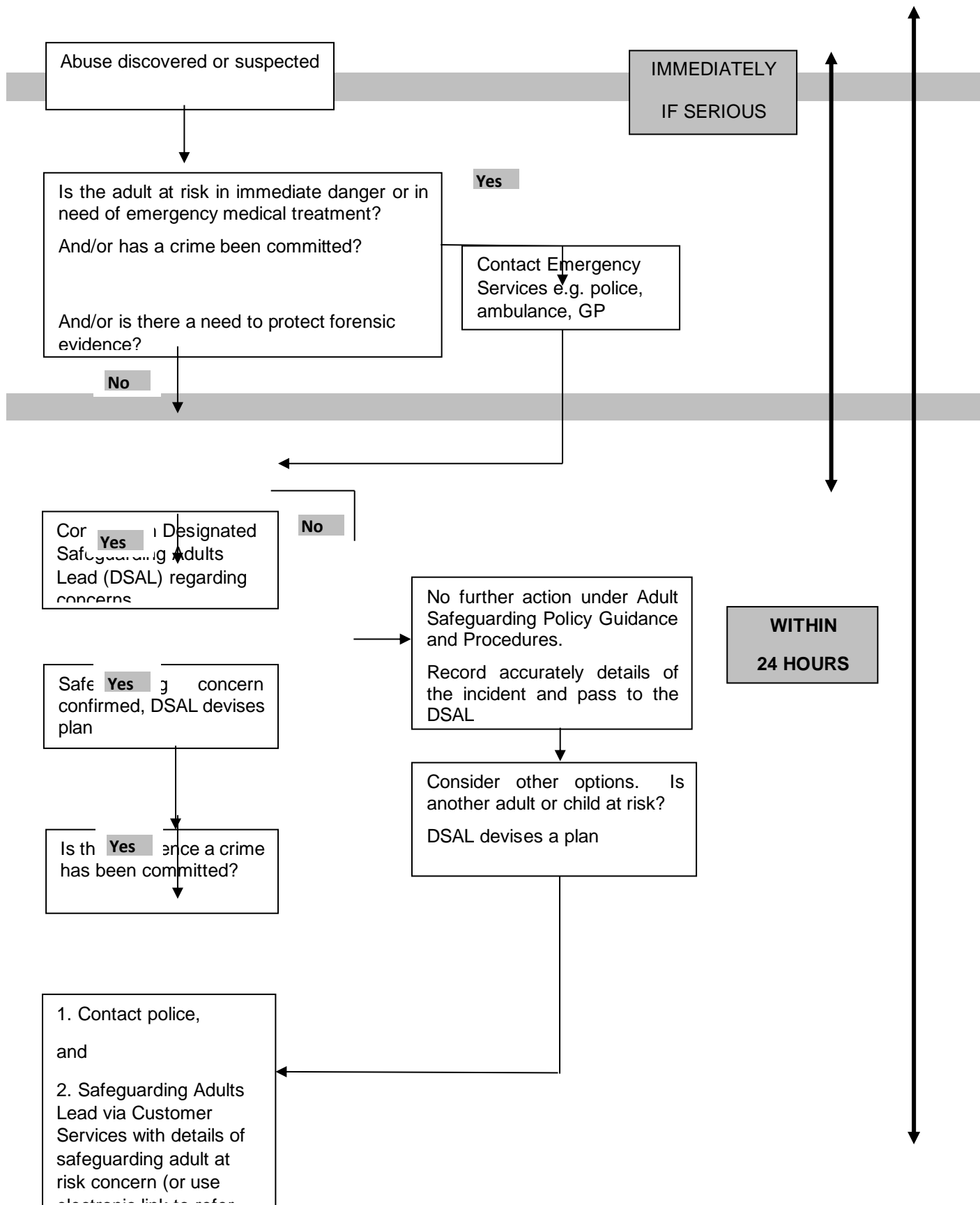
Information sharing protocols

On-line safety Policy

19. Local Authority Practice Guidance
Cambridgeshire County Council's Safeguarding Adults Policy Framework can be found at:

Cambridgeshire and Peterborough Multi-Agency Safeguarding Policy | Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk)

Appendix 1 - Process Flowchart

Actions to be when first aware of a Safeguarding Adults at Risk concern. This should be read in conjunction with the Allegations Procedure (back page of the Safeguarding and Child Protection Policy)

Abuse discovered or suspected

IMMEDIATELY

IF SERIOUS

Is the adult at risk in immediate danger or in need of emergency medical treatment?

And/or has a crime been committed?

And/or is there a need to protect forensic evidence?

Yes

No

Contact Emergency Services e.g. police, ambulance, GP

Cor_____n Designated Safeguarding Adults Lead (DSAL) regarding concerns

Yes

No

No further action under Adult Safeguarding Policy Guidance and Procedures.

Record accurately details of the incident and pass to the DSAL

WITHIN

24 HOURS

Safe____g concern confirmed, DSAL devises plan

Yes

Consider other options. Is another adult or child at risk?

DSAL devises a plan

Is th__ ____ence a crime has been committed?

Yes

1. Contact police,

and

2. Safeguarding Adults Lead via Customer Services with details of safeguarding adult at risk concern (or use
electronic link to refer

Appendix 2 - Specific Indicators of Abuse

The following list of indicators is not exhaustive and the presence of one or more of them does not confirm that abuse has happened. However, a cluster of several indicators may require attention as they could indicate an adult/young adult is at risk of abuse.

The person may:

- deny that anything is wrong,
- show an acceptance of incidents as part of their situation,
- appear to be withdrawn or agitated and anxious,
- have restricted mobility due to absence of suitable mobility aids,
- seek attention or protection, often from numerous sources,
- look to others to answer questions even when directed to them,
- have dramatic changes in their behaviour or personality, without medical explanation,
- lack support from or carers to access health care/treatment, or access to professional support and services,
- be reluctant to return home,
- lack help from family/carers to allow them to go into respite/permanent care,
- not have access to professional and other visitors, or may find that they are not able to answer for themselves or confidentially.

The person may have:

- unexplained bruising or non-accidental injuries,
- abrasions, especially around the neck, wrists and/or ankles,
- unexplained burns, especially on the back of the hands,
- hair loss in one area, or their scalp may be sore to touch,
- frequent minor accidents without seeking medical help,
- unexplained fractures,
- be malnourished,
- pressure sores and sores from lack of continence care,
- had their medication mismanaged and misused.

The person may:

- demonstrate over sexualised behaviour,
- complain of soreness in genital/anal area, without a medical cause known,
- have bruising on the inner thighs or shoulders, breasts and/or genital area,
- be pregnant or have a diagnosis of a sexually transmitted disease when it is not known that they are sexually active.

The person may:

- live in poor conditions, lack clothing, or lack of access to their own money,
- have an unexplained or sudden inability to pay bills,
- have been gifting and transferring their assets or property,
- have an unexplained or sudden withdrawal of money from their accounts,
- say their possessions of value go missing from home without satisfactory explanation,
- shoe a marked contrast with their previous lifestyle and standards,
- make unusual purchases unrelated to their known interests e.g. expensive make-up.

Appendix 3   Useful Contacts

Cambridgeshire - Report all concerns to:

Cambridgeshire County Council Customer Services: (8am - 6pm Mon-Fri; 9am – 1pm Sat)

Tel: 0345 045 5202

Email: referral.centre-adults@cambridgeshire.gov.uk

Minicom: 01480 376743 Text: 07765 898732

Emergency Duty Team: For all other times including weekends and Bank Holidays

Tel: 01733 234724

Or refer electronically http://www.safeguardingcambspeterborough.org.uk/concerned/

If a child is in immediate danger, please call 999.

Children Social Care: 0345 045 1362: (Mon – Thurs) 8am – 5.30pm, (Friday) 8am – 4.30pm

Emergency Duty Team (Out of Hours): 01733 234724.

Peterborough - Report all concerns to:

Children's Social Care MASH - 01733 864180 / 01733 864170

Adult Early Helpline - 01733 747474 option 4

Email: adultsocialcare@peterborough.gov.uk

Or refer electronically http://www.safeguardingcambspeterborough.org.uk/concerned/

In an emergency, outside office hours, if someone is in danger and unable to protect themselves or cannot remain in the community without immediate intervention Tel: 01733 234 724 and / or dial 999.

If there are concerns that a child is at risk of significant harm then an immediate report must be made to the Children's Multi-Agency Safeguarding Hub

Peterborough: • 01733 864180 / 01733 864170 • PDCSC@peterborough.gov.uk

The secure fax number is 0870 2384083

If there are concerns about a child but they are not at significant risk of harm, the Early Help team should be contacted on 01733 863649 for advice on the next steps.

Reporting Crimes to the Police

In an emergency dial 999. If an immediate response is not required dial 101.

The following national website enables you to find details of your local neighbourhood policing team and crime and prevention information and advice: www.police.uk

Protect (formerly known as Public Concern at Work)

Protect - Speak up stop harm (protect-advice.org.uk)

For independent advice and support on public interest whistleblowing.

Tel: 020 7404 6609   Contact/Enquiry Form available on the website.

Whistleblowing Helpline

A helpline for staff and organisations working within the NHS and Social Care Sector

Tel: 08000 724 725   **Email:** enquiries@wbhelpline.org.uk

For information and links to our Safeguarding Adults Guidance and Procedures go to:

www.safeguardingcambspeterborough.org.uk/adults-board/information-for-professionals/cpsabprocedures/

Safeguarding Adults Training: Tel: 01480 373534

Email: learning&development@cambridgeshire.gov.uk

Mental Capacity and Deprivation of Liberty: Tel: 01480 373534

Email: learning&development@cambridgeshire.gov.uk

Other Helpful Organisations

Care Quality Commission (CQC)	**Tel:** 03000 616161
	Email: enquiries@cqc.org.uk
Mental Health	
Cambs Independent Advocacy Service	**Tel:** 01223 218500
Cambridge Rape Crisis	**Tel:** 01223 245888
	www.cambridgerapecrisis.org.uk
Samaritans	**Tel:** 0330 0945717
	www.samaritans.org/branches/cambridge
Support for Carers	

| Caring Together | **Email:** hello@caringtogether.org |
| | www.caringtogether.org |

Older People	
Hourglass (formally Action on Elder Abuse)	**Tel:** 0808 808 8141
	https://www.wearehourglass.org
Age UK Cambridgeshire	**Tel:** 0300 666 9860
	www.ageuk.org.uk

Disabilities	
Disability Cambridgeshire	**Tel:** 01223 755610
	www.disability-cambridgeshire.org.uk
Disability Huntingdonshire	**Tel:** 0330 3553 256
	www.dish.org.uk
Cam Sight	**Tel:** 01223 420033
	www.camsight.org.uk
Sense East	**Tel:** 01954 267056
	www.sense.org.uk
VoiceAbility (Total Voice)	**Tel:** 0300 2225704
	https://www.voiceability.org/

Learning Disabilities	
Mencap	**Tel**: 0808 808 1111
	www.mencap.org.uk

Domestic Abuse Information	
National Domestic Violence Free phone 24-hour helpline	**Tel:** 0808 2000 247
	www.nationaldomesticviolencehelpline.org.uk
Men's Advice Line	**Tel:** 0808 8010 327
	www.mensadviceline.org.uk
Mankind Initiative	**Tel:** 01823 334244
	www.mankind.org.uk
Galop (LGBTQ+ support)	**Tel:** 0800 999 5428
	www.galop.org.uk
Women's Aid	**Tel:** 01223 460947
	www.womensaid.org.uk

Refuge	**Tel:** 07787255821
	Email: outreachcambridgeshire@refuge.org.uk

Appendix 4 Incident Reporting Form

Log of Concern – Adult at Risk - Education

Part 1 - To be completed by member of staff:

Name of School/College:	School/College address:	
Adult at Risk's full name:	Date of Birth:	Gender:
Ethnicity:	First language:	
Today's date:	Time:	
Name and role of person completing the log:		
Time and date of the incident/concern:		
Description of the incident/concern:		
Is the Adult at Risk aware this log of concern has been made? Yes/No If 'No', please confirm why this log of concern has been completed without making the Adult at Risk aware (e.g. risk to others or the Adult at Risk lacks the capacity to make this decision):		

Contact with Parents/Carers:

Proportionate Response – was it appropriate for you to inform the parent/carer of the concern Yes/No
Did you gain consent from the adult to do this? Yes/No
Has this decision making been recorded? Yes/No
If 'Yes' please state the name of parent/carer you made contact with:
If 'No', please provide the reason why not:

Body Map completed? **Yes/No** (If 'Yes', please attach securely)

Signature of person completing log:

Please pass this form immediately to the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead/ Designated Safeguarding Adults Lead (DSL/DDSL/DSAL) who will complete the section overleaf.

Part 2 - To be completed by the Designated Safeguarding Lead / Deputy Designated Safeguarding Lead/Designated Safeguarding Adults Lead (DSL/DDSL/DSAL):

Received by (name of DSL/DDSL/DSAL):

Initial action taken by the DSL/DDSL/DSAL including contact parent/carer (if appropriate), conversations with Adult at Risk about what they want to happen, discussions with Adult Social Care/other professionals involved in the support and care of the Adult at Risk:

Consent:

Have you made a referral to Adult Social Care as a result of this concern? Yes/No

If 'Yes', was the Adult at Risk made aware of the referral beforehand? Yes/No

If 'Yes', did they give consent for the referral with 3rd parties? Yes/No

If 'No', please give the reason as to why the Adult at Risk was not made aware of the referral

Are there any doubts about the Adult at Risk's capacity to consent? Yes/No

Please provide your reasons or evidence for either Yes/No response:

Do you think the Adult at Risk requires support with the safeguarding concern? Yes/No

Please provide your reasons or evidence:

Details of any further action taken or relevant information (this may include actions taken to ensure immediate safety). Please include any further relevant information eg follow-up calls, feedback from other professionals, ensuring details are included):

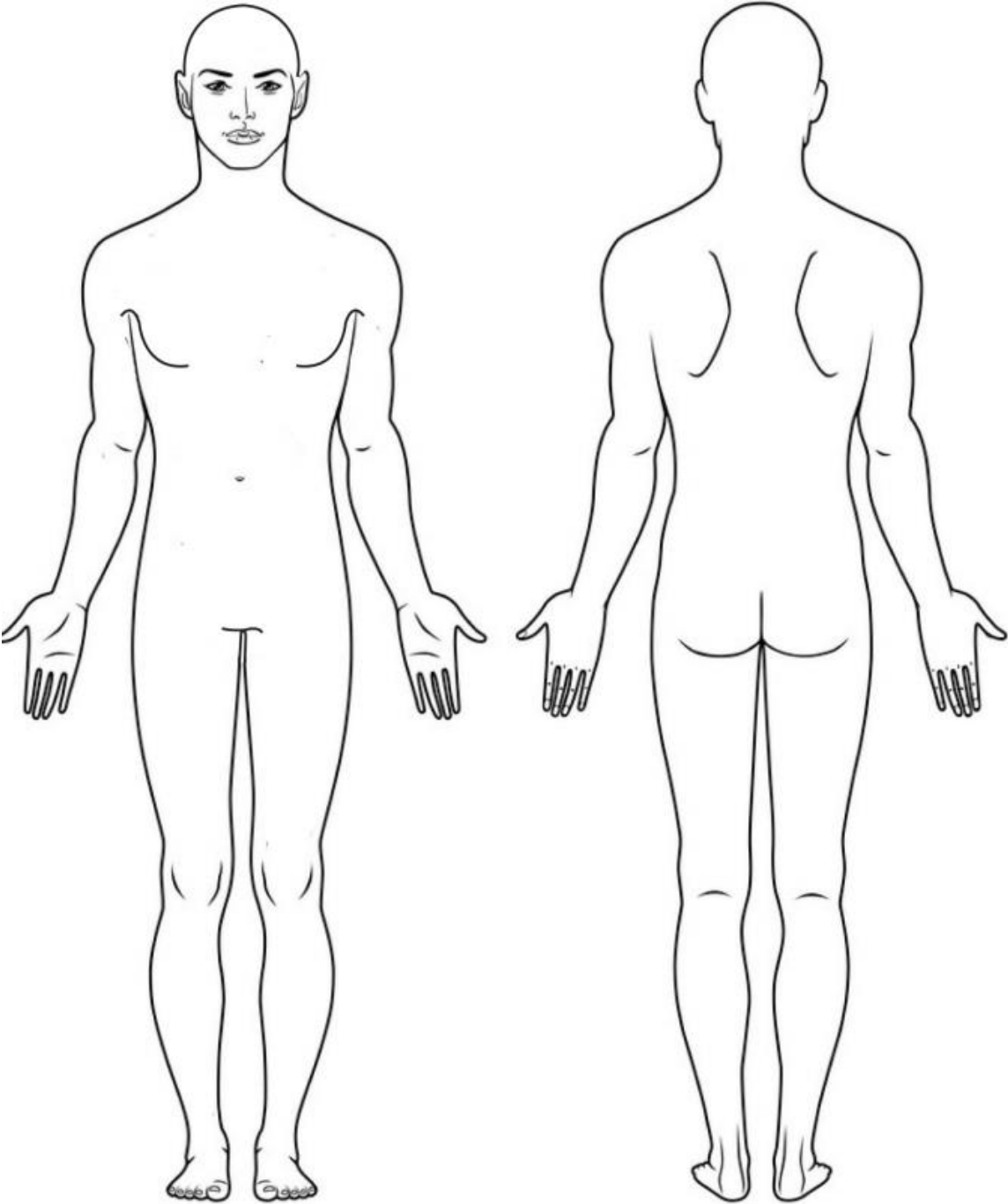| **Signed by DSL/DDSL/DSAL:**	
Time:	**Date:**

Please ensure a record of this log is added to the safeguarding chronology the safeguarding file either hardcopy or online.

Body Map

Full name of Adult at Risk:	
Date of Birth:	
Date Body Map completed:	

Attach body map to log of concern about the Adult at Risk's welfare.

Committee Member Visit Record

Name	Pri Pinnaduwa
Date of Visit	6th July 2022
Focus of Visit	Behaviour
Classes/staff visited	Meeting with Sue Raven and Martin Gerard-Croxon

Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.

- Met with Sue Raven, Principal, and Martin Gerard-Croxon
- Discussed the TCS Behaviour Scorecard
- Scorecard is simple – the most important point is that the students understand the system and the parents/guardians support it
- The scorecard focuses on incentivising and rewarding positive actions and behaviours, including attendance in lessons (as for some students even just attending lessons can be challenging)
- The scorecard provides a good way of monitoring behaviour by House Heads, each of whom has a team
- House Heads regularly monitor the results
- House Heads can request to see individual student behaviour scorecards
- Weekly meetings are held to discuss individual student RAG ratings

What I have learned as a result of my visit

- Parents/guardians can often feel pressured and anxious about the students' behaviours at home
- TCS' behaviour scorecard has led to improved student behaviour in their homes (anecdotal evidence from parents/guardians)
- There is a small group of challenging students, who are not behaving well on a regular basis, who will be split up physically to minimise their impact on other students
- Disruptive students who do not behave well can take up a disproportionate amount of teachers' time, which clearly reduces time available for the other students
- There will always be some students who completely refuse to attend TCS (but they must be on a school roll)
- Where there is an issue with violent behaviour, there needs to be 2 staff in attendance

Positive comments about the focus

- The TCS behaviour scorecard has improved student behaviour and they are actively motivated to behave better
- Students can see a simple link between behaving well and the rewards (both when they themselves behave well as well as when other students do the same)

Aspects I would like clarified/questions I have

- Need to ensure that TCS is treated slightly differently with respect to the Astrea expectations of student behaviour as we are a SEMH setting

Matters to discuss at committee (e.g. proposed agenda items) and future visits: - Continued discussion of TCS behaviour scorecard - Student behaviour - Impact of student behaviour on TCS staff - Additional support required for TCS staff (either ad hoc or longer term)

Any other comments - The TCS behaviour scorecard is a brilliant system, which is simple to understand and administer, and which has produced the required results.

Signed (committee member):   Signed (link staff member):

Pri Pinnaduwa   Sue Raven