



THE CENTRE SCHOOL LOCAL GOVERNANCE COMMITTEE (LGC)

Tuesday 26 March 2024

To be held at 6.00pm

At The Centre School

Membership:

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

In attendance: Jo Myhill-Johnson

Clerk: Melanie Basson.

Minute Reference	Summary of action required	Responsible	Status
14.11.23	Identify LA Section 106 funding allocation in relation to local building developments in relation to TCS	Clerk	With Regional Operations Manager
14.11.23	Publish TCS Behaviour policy 2023-25 and RSE policy 2023-25	MCr	RSE published – Behaviour to action.
23.01.23 Item 4	Principal Report format for governors	Clerk	Complete
23.01.23 Item 6	Publish TCS First Aid policy	MCr	Complete
23.01.23 Item 9	Ascertain Trust provision for central team support for academy fundraising.	Clerk	

Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies ST apologies	Oral item - Chair
2	2 mins	Declarations of interest	Oral item - Chair
3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 23 January 2024	Papers attached (pp3-6) - Chair
4	30 mins	Principals Update and questions	Papers attached (pp8-35) - Principal

5	10 mins	Link Lead roles and visits - Careers Link Lead role - Sixth Form, Basic Skills, PHSE visit 7 March – KL - Safeguarding visit – 7 February - JD	Papers (pp36-39) - Chair
6	2 mins	Policies - Safeguarding adults at risk policy - TCS Prevent action plan and risk assessment - Supporting pupils with medical conditions	Papers attached (pp40-83)
7	5 mins	Risk	Oral item - Chair
8	2 mins	Future agenda items and confirmation of forthcoming dates Next meeting 25 June 2024	Oral item - Chair
9	2 mins	Any Other Business	Oral item - Chair



The Centre School
Local Governance Committee Meeting
Tuesday 23 January 2024
at The Centre School
MINUTES

Members Present:	Pri Pinnaduwa (Chair); Sue Raven (Principal), Martin Gerrard-Croxon; Alex Davies; Judith Davies; Alison Jones; Kate Lees; Stuart Taylor; Richard Watson.		
In Attendance:	Melanie Basson (Clerk)		
Minute Reference	Summary of action required	Responsible	Status
14.11.23	Identify LA Section 106 funding allocation in relation to local building developments in relation to TCS	Clerk	With Regional Operations Manager
15.05.23	Circulate Ofsted example questions and answers specific to TCS.	Principal	Complete
14.11.23	Publish TCS Behaviour policy 2023-25 and RSE policy 2023-25	MCr	RSE published – Behaviour to action.
14.11.23	Establish and report regarding progress on TCS Science facilities provision	Principal	Complete – Item 3
23.01.23 Item 4	Principal Report format for governors	Clerk	
23.01.23 Item 6	Publish TCS First Aid policy	MCr	
23.01.23 Item 9	Ascertain Trust provision for central team support for academy fundraising.	Clerk	

1) Introductions and Apologies

The meeting started at 6.00pm.

There were no apologies for absence.

2) Declaration of interests

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

3) Minutes, Actions and Matters Arising

Matters arising.

The Clerk fed back a response regarding the committees enquiry of Section 106 LA funding allocation in relation to local housing developments. Julie Carles, Regional Operations Manager, is awaiting a response from the LA.

The Principal informed the committee that Mr Crisford is progressing on plans to improve TCS Science facilities, and explained TCS there is no central funding allocated at this time.

The minutes of the previous meeting held by TCS LGC on 14 November 2023 were approved on 7 December 2023 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 report was circulated to the committee in advance of the meeting and questions were invited.

- Safeguarding
- Teaching and Learning
- Behaviour and Culture
- Attendance
- Pupil Premium Plan 2023-24
- HR, Operations and Site Update
- NOR Update
- Any other academy matters: to include enrichment and community

The Principal expanded on their report:

Safeguarding

The Principal explained that racist incidents at TCS has increased from four to five incidents this academic year. One scholar in particular is responsible for three of these incidents and TCS continue to work with scholars around attitudes around this.

Teaching and Learning

The committee noted TCS action plans around Teacher and Department gradings.

The Chair questioned what challenges have been identified at TCS, which could impact on TCS teaching and learning provision.

The Principal explained that TCS Science provision requires better classroom facilities to provide practical activities to scholars.

Mr Gerrard-Croxon explained that Year 9 class size presents challenges around behaviour but groupings have been adjusted to combat this.

Ms Davies questioned whether there is a maximum class number.

The Principal reassured the committee that not all students on TCS roll attend and class sizes are manageable with TCS resources.

Behaviour and Culture

The Principal explained that TCS is working closely as a staff group to tackle current Year 7 scholars who begin to challenge boundaries as they begin to feel more comfortable within the environment. TCS are tackling this by providing heavier support in classes and providing other positive learning opportunities.

Attendance

The committee noted this academic year's attendance for TCS students to the end of Autumn term 2, overall was 79.3% compared to this time last year at 76.6%. Year 11 attendance was 58.5% compared to this time last year at 67.5% for the same period.

Scholar attendance plans were shared with the committee in advance of the meeting and strategies were recognised.

Budgets

The Principal explained TCS has an overspend of around £30k currently, so are holding off recruitment to one post until Easter to recoup part of the surplus. The Principal confirmed the administration post is in the budget and is to be recruited to. The Principal explained TCS staff mileage and costs for delivering the extended curriculum are higher in the winter months, but this is expected to drop as the weather improves.

The committee were pleased to hear that parent/carer visits took place on Friday 5th January 2024 and feedback was very positive.

With regard to the Principals Report presented to governors, Dr Jones questioned whether this was aimed as a reporting tool to the Regional Director and suggested it may be too much information for governors to efficiently carry out their accountabilities. Action: The Clerk was asked to raise the format of the Principals Report with the Regional Director.

The Principal was thanked for their report.

5) Membership and LGC Link Lead visit reports

Governors were asked to arrange Link Lead visits and send reports for presentation at the next LGC meeting.

Ms Davies Link Lead Safeguarding visit report from 15 October 2023 was shared with the committee and questions were invited.

Dr Jones' expanded on the Link Lead Teaching and Learning visit report from 12 December 2023, as shared with the committee in advance of the meeting and questions were invited.

Ms Davies and Dr Jones were thanked for their reports.

The Chair, Mr Davies and Mr Watson have undertaken link lead visits this term and will share their reports with the Clerk for circulation to the committee.

6) Policies

TCS First Aid policy was circulated in advance of the meeting, the committee ratified changes as reviewed by TCS, and the policy was adopted. **Action: Academy to publish TCS First Aid policy.**

7) Risk

- Student numbers on roll
- Staff recruitment
- Financial overspend impact

8) Future agenda items and confirmation of forthcoming dates

Future agenda items:

- Fundraising for TCS

The committee acknowledged the date of the next TCS LGC meeting is scheduled to take place on **26 March 2024**.

9) Any other business

Dr Jones enquired what arrangements are in place for Trust fundraising advice and support for TCS fundraising bids.

Action: The Clerk to ascertain Trust provision for central team support for academy fundraising.

The meeting closed at 7.02pm.

The LGC agreed the above to be a true and accurate record of the meeting on: 13 February 2024.

Principal's Report

Spring Term Two

2023-2024

The Centre School
Sue Raven

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Safeguarding

Introduction and contextual information about the school:

Please outline key information regarding the student cohort and contextual details relating to the school. Include any specific issues or challenges the school faces.

Summary Update:

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	Outstanding SCR letters of assurance being chased by CC. Admin support continues to be provided while awaiting start of new admin role. Weekly CPOMS outstanding actions sheet continues to be shared with staff. Managing medical conditions policy updated. Confirmation of 2 emergency contacts on Bromcom. GDPR training reminders sent to staff where this is outstanding.	CLM to organise LAC training Visitors Acceptable Use Policy to be added to Visitor information. Online safety policy has been finalised.	
Trends in School	Vaping		

Welfare Profile:

Children at risk and children in need:	Current	Previous Report (Autumn Term 2)	This time last year
Number and % of PP	80	76	70
Number and % of LAC	2	2	1
Number and % of young carers	2	2	2
Number and % of students privately fostered	0	0	0
Number and % of students with CP plan	4	4	1
Number and % of CIN	7	1	5
Referrals made for early help	1	0	2
Family support assessments conducted	n/a	n/a	n/a
Proportion meeting threshold	n/a	n/a	n/a
CP meetings attended	5	6	2
Number and % of students with an EHCP	134	135	129
Number and % of students with serious medical conditions	0	0	0

Number and % of students receiving external support: CAMHS	4	2	1
Number and % of students receiving external support: behaviour support	?	?	?
Number and % of students receiving external support: S and L	0	0	0
Referrals to Channel	0	0	0

SCR Scrutiny:

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

SCR Review 13.2.24

Visitors log to be reviewed by DSL and KK - completed

New AP information to be recorded on SCR - ongoing

Safer Recruitment training to be completed by CC - ongoing

SR DSL training certificate to be recorded on SCR – completed.

Statutory Requirements:

Type of training	Date	Number of Attendees	Provider
Young Carers	6.2.24	All staff	Astrea training delivered by DSL
CPOMS update	6.2.24	All staff	DSL
DSL Refresher training	6.2.24	1 (Principal)	Education Safeguarding Team Cambs

Bullying:

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

Analysis and Next Steps

Racism to be covered in PSHE with year groups that did not cover this topic in the autumn term.

Student Voice to explore bullying and student reporting.

See PD review - all incidents are dealt with and the PSHE program also responds to need.

Sexual Harassment:

	Number of Incidents			
	22/23 HT 2	23/24 HT 2	22/23 HT 3	23/24 HT 3
Verbal Sexual Harassment		6		0
Physical Sexual Harassment		0		1 (unlocking toilet door)
Sexual Violence		0		0
TOTAL		6		1

Analysis and Next Steps

PSHE to address sexual harassment/health relationships/respect with younger students where incidents are occurring.

Student views on sexual harassment to be sought via Student Voice and shared with Principal and PHSE Lead.

Student involving physical sexual harassment currently displaying extremely dysregulated behaviour, supported by CAMH and social care.

Curriculum

Curriculum Planning and Model for 2024-25

The curriculum model for 2024-25 will remain the same as this year. The changes will be made to groupings, and year groupings. This cannot be put in place until we know what students we have. TCS Curriculum overview:

English 3 lessons per week	Maths 3 lessons per week	Basic Skills 3 lessons per week
Science 2 lessons per week	PSHE (including RSE) 1 lesson per week	
Options – Humanities (including RE), PE, Public Service, Cooking, Art, DT and Construction 3 chosen subjects each having 2 lessons per week		

Lesson times 35/45 minutes

Teaching and Learning

Teaching Profile of the Academy:

Total Number of Teachers in the Academy:

FTE Equivalent:

	Number of Teaching Staff	% of Teaching Staff
SLT	2	5%
UPS	2	5%
MPS	7	17.5%
ECTS	0	0%
ITT	0	0%
UQTS (not part of ITT) delivering (tutoring, leading, and extended curriculum)	29	72.5%

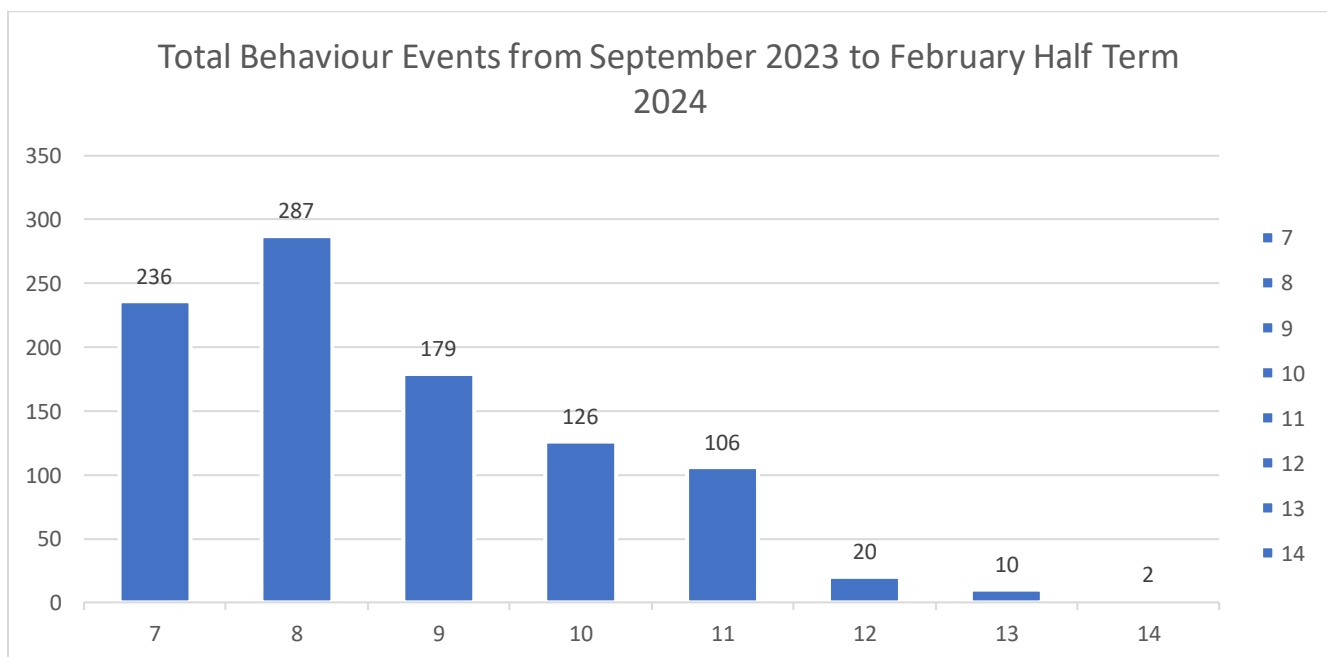
Next Steps:

Provide a summary of next steps to improve the quality of teaching and learning in your school.

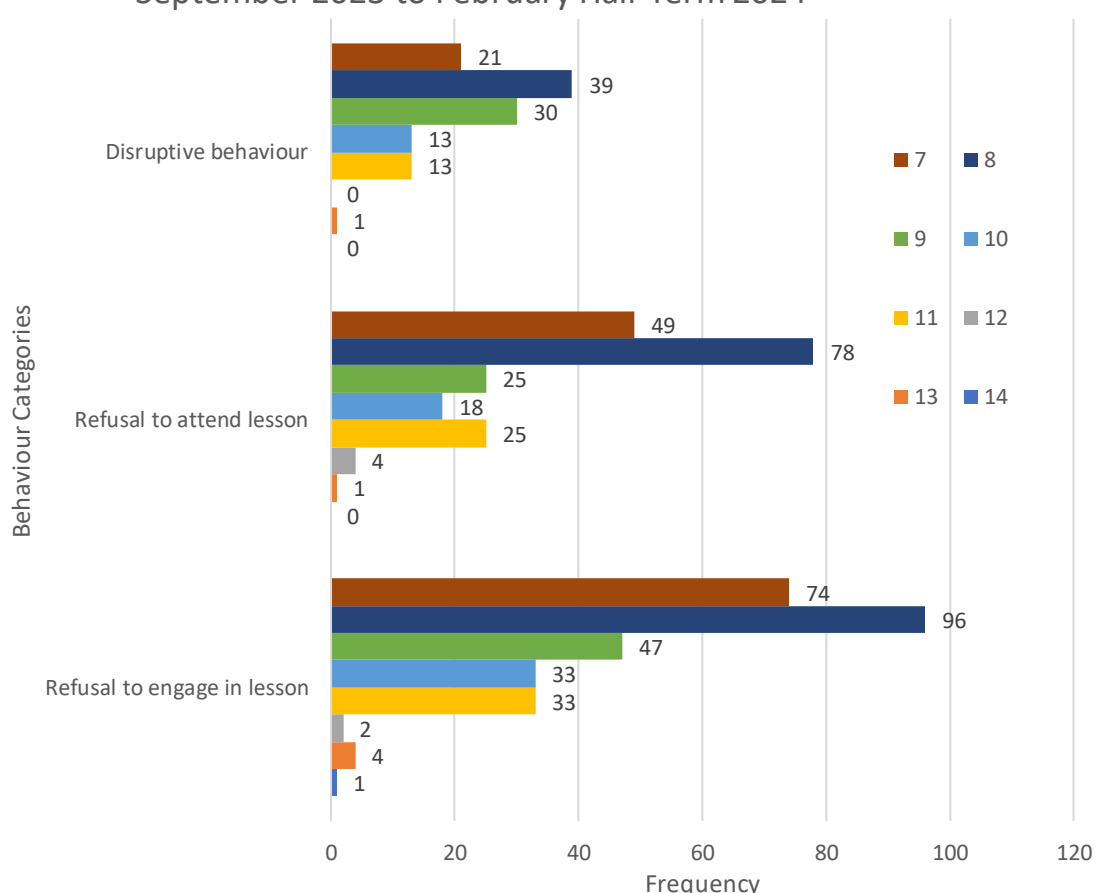
- Continue ongoing work
 - o Phonics
 - o Spelling
 - o Reading
 - o Trauma-informed practice
 - o Zones of regulation
 - o Delivering an SEMH curriculum

Behaviour and Culture

Behaviour Data:



Top 3 Behaviour Event Categories from
September 2023 to February Half Term 2024



	Students involved in behaviour events	Students with 5 or more events	Total in year group
7	16	14	17 (12 new starters)
8	20	14	27*
9	18**	11**	21**
10	22	9	32
11	15	10	23
12	6	1	6
13+	4	1	8

*Year 8 includes 4 new starters in September, 2 students taught in year 9, 1 student taught offsite and 1 student with a personalised timetable.

**Year 9 includes 9 students taught out of year group, 2 students offsite

Main categories continue to be refusal to engage in lessons, refusal to attend lessons and disruptive behaviour. A small percentage of year 8 are the most prolific offenders, hence the why year 8 continues to be the top group in the top 3 behaviour events. We have also

seen the new intake of year 7 students begin to challenge boundaries (something we tend to see when new students begin to feel more comfortable within the environment).

We are working closely as a staff group to tackle this issue by providing heavier support in classes and providing other positive learning opportunities. Groupings have also been adjusted to try and combat poor behaviour.

Some disruption is due to the constant influx of students and the fact that we have some teaching groups which are too large.

Data shows that most students are making good progress.

We have to remember that a large number of students, including many new students, have been out of education for a significant period of time prior to joining The Centre School. Some students have been on as little as an hour a day provision; this takes time to combat.

Suspensions:

Please provide an overview in the table below of suspensions for the **YTD-end of spring term one**.

Sept 2023 to Feb 2024	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13+
Number of Suspensions	49	34	49	3	9	15	11	11	0	0
No of Students	30	24	30	3	6	10	5	6	0	0
No in Cohort	134	80	134	17	27	21	32	23	6	8
% Of Cohort	22.39	30.00	22.39	17.65	22.22	47.62	15.63	26.09	0	0
Total Days	68	47.5	68	4	9	19	18	18	0	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

How does this compare to the same point last academic year?

Sept 2022 to Feb 2023	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13+
Number of Suspensions	35	23	35	2	4	8	14	6	1	0
No of Students	20	14	20	2	3	4	7	2	1	0
No in Cohort	129	71	129	24	13	28	22	16	15	11
% Of Cohort	15.50	19.72	15.50	8.33	23.08	14.29	31.82	12.50	6.67	0
Total Days	55	37	55	3	5	12	21	12	2	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

Suspension analysis and commentary:

Please provide a narrative for any periods of high suspensions or trends seen in school. Please reflect on the reasons for the suspensions, what are you going to do about it and what does it tell you about your school.

Whilst suspensions have increased, we have not seen 5-day suspensions. This time last year, we had 2 5-day suspensions.

11 suspensions have been for assault. This time last year we had 17 suspensions for assault.

Persistent disruptive behaviour appears to be a main cause of many suspensions.

Behaviour and Culture Analysis Next Steps:

Attendance

Whole School Attendance

	Key Attendance Target	This time last year	Year to date: End of spring term one
Whole School		76.7%	79%
Individual Student		-	-
Pupil Premium		74.8%	76.7%
SEND		76.7%	79%
Maximum % of pupils who are PA:		61.1%	54.3%
% of PP pupils who are PA:		59.4%	54.9%
% of SEND pupils who are PA:		61.1%	54.3%

Attendance of Alternative Provision Students to date (2023-24)

Number of Alternative Provision students	13
Mean Attendance (%)	37.5%
Number of students below 20%	5
Mean Authorised Absence (%)	46%
Mean Unauthorised absence (%)	16%

The number of students moving off roll to EHE = 0

Attendance for Year 11: Class of 2024

	Key Attendance Target	This time last year – Year 11 Class of 2023	Year to date: End of spring term one
Whole School		65.7%	58.3%
Individual Student		-	-
Pupil Premium		65.7%	49.3%
SEND		65.7%	58.3%
Maximum % of pupils who are PA:		75%	91.7%
% of PP pupils who are PA:		83.3%	81.8%
% of SEND pupils who are PA:		75%	91.7%

Personal Development

Key Findings from the Personal Development Review

RAG overview of the PD Offer

Area of PD	2022-23 HT3	2023-24 HT3	Next steps
PHSCE Curriculum			Work around articulating sequencing of the PD curriculum – why do you deliver each unit when you do? Ensure coverage of full RSE/Citizenship curriculum when developmentally appropriate for students (some aspects are missing)
RE curriculum			Further collapsed mornings to take place (previous Diwali etc.)
Careers (including compliance)			Ongoing discussions with Form the Future with regard to contracting some days for Personal Guidance appointments. “What is needed though, is a structure in place to demonstrate why things are happening and for staff to be able to explain the sequence.”
Enrichment Offer (extra curricular)			
Enrichment Offer (trips and visits)			
Pupils knowledge of British Values			Some direct work on British Values and Protected Characteristics so students can remember these terms (maybe a page in their folder similar to consent)
Pupils knowledge of SMSC			
Quality of character development curriculum within the school			
Inclusive culture within the school			

"Personal Development is at the forefront of everything children do at the centre school. There are a wealth of different PD opportunities and adults readily use this time to discuss staying safe and the right choices in an environment where children feel comfortable to do so. The students spoke very highly of their experiences at the centre school and the fact that their behaviour had improved significantly since being part of the provision. They could not praise staff enough! A student who spoke about his work at the farm said the support he had had was invaluable and how he now felt more confident and was proud of what he had achieved. In a student voice session, students were able to explain key terms such as consent and were proud of their folders of work which demonstrated their understanding around a number of PD topics. Whilst they were not able to recall key terms such as British values or protected characteristics, they knew when prompted and could talk confidently about respect, tolerance and discrimination. Student voice data had been recently collated and this was useful to inform PD planning. It is clear that more IT technology would be useful so this could be captured readily which would help to build a bigger database of PD feedback.

PD folders are well organised and reflection sheets now document the PD they have learnt outside the classroom. In a PD lesson, students were engaged and learnt about the impact of cigarette smoke through a highly interactive lesson which helped students to maintain focus. The curriculum covers most statutory content but work around sequencing would be beneficial and it is important that the PD lead can articulate what is delivered and when."

Careers Education at TCS is developing, responding to self-evaluation activities and recommendations from a recent (Feb 2024) Trust Personal Development Audit.

Our 'next steps', as we look to improve breadth and effectiveness of our Careers Programme, are outlined in Appendix 1.

SEF and ADP Update

SEF Update:

Please provide a summary below of any changes/developments to how you are currently self-evaluating your school.

Key Judgement	Previous SEF Grade	Current SEF Grade	Progress Made
Overall Effectiveness	GOOD	GOOD	
Quality of Education	GOOD	GOOD	Made good progress in terms of reading, use of NTP and Gold Award Work still to be done on KS3 curriculum and award for the farm
Behaviour and Attitudes	GOOD	GOOD	Suspensions reduced and repeat suspensions have reduced
Personal Development	GOOD	GOOD	Careers education is still requiring attentions - see PD review
Leadership and Management	GOOD	GOOD	Line management has significantly improved with the addition of the VP
Sixth Form	GOOD	GOOD	68% students have completed work experience. Functional skills results in English and Maths are very positive.

HR, Operations and Site Update

HR and Staffing Update

	Details
New Appointments for 1 st April 2024	None
New Appointments for 1 st September 2024	None
Leavers for 31 st March 2024	None
Leavers for 31 st August 2024	None

Current vacancies not filled	2 not filled and 2 covered by agency

Monthly HR Metrics

HR provide a monthly HR KPI report. Each academy is RAG'd against the Trust benchmarks. Please provide details from this report below.

Trust Benchmark and Calculation	Academy data and RAG
Sickness Rate 3.6% Up to 3.5% green 3.6-4.59 amber 4.6+ red <i>Calculation: Sickness rate=Average of sickness Rate from import recalculated monthly using rolling 12 months data.</i>	January 2024: 0.71% Variance against Trust benchmark: -2.89%
Average days lost 5.7 Up to 5.69 is green 5.7-6.69 amber 6.7+ red <i>Calculation: Total days absent -Sum of total days absent/average staff count 12 months recalculated monthly using rolling 12 month data</i>	January 2024: 1.83 days Variance against Trust benchmark: -1.77 days
Turnover 16.10% Up to 16.09% green 16.10-17.09 amber 17.10% red <i>Calculation: Turnover=(Count of leavers in the year/Average count of staff in a year)*100 recalculated monthly using 12 months data</i>	January 2024: 5.19% Variance against Trust benchmark: -10.91%

Site maintenance/improvements and any site works projects

New reception door being added

Any Other Academy Matters

There has been a significant amount of work undertaken for students who are hoping to move on from The Centre School in September 2024. For example, visits to CRC, IVC and meetings with the Additional Needs Advisor. This has all been in addition to annual reviews being held with students and parents.

Appendix 1

TCS Careers Education Review & Next Steps (2023-24)

Personal Development Review

Reviewed centrally by Catherine Carruthers in February 2024.

Question	Yes	No	How can you evidence this?
a. Provider Access Legislation is on the website	Y		On website.
b. The impact of the Provider Access Legislation (PAL) is visible in Career plans	Y		Cambridge Regional College are visiting to work with Year 9 on 7 March 2024, beginning a sequence of visits from the largest technical and vocational post-16 provider in the region. These PAL events will be evaluated, and the 'impact' used to inform the development of the Careers Plan. Next steps: - To ensure that all PAL related events are appropriately evaluated e.g. the workshop by Voland Roofing (potential apprenticeships). - To ensure that students have access to laptops and accessible MS Forms with which to log their evaluations.
c. Careers Plan is on the website	Y		Next steps: To complete an audit of (programme of study) examples of where links are made within the (subject) curriculum to specific careers, the world of work and employability skills – and to share the detail of these examples on the website.
d. Careers Plan is approved by governors	Y		Next steps: - Establish timescale for critical review of the Careers Plan. - Add the agreed Careers Plan for 2024-25 to Morrisby.
e. There is a designated budget for Careers	Y		There is no specific budget line, but resources and support from the Curriculum budget are available to support Careers. Next steps: - Introduce a Careers Budget Line into the 2024-25 budget. - Petition for investment in reliable student facing IT (laptops, Chromebooks) to ensure that students have regular access to up-to-date careers information (Job Explorer Database), targets careers work (Future Skills Questionnaire) and opportunities to share student voice (MS Forms). These experiences will also allow us to build IT skills for employability.
f. All school staff undertake CPD (no less than 45 minutes) about Careers education at least once a year	Y		The next CPD session is scheduled for Training Day on Friday 8 March 2024 ('Careers Update', including the updated Careers Plan, the local labour market and key pathways into post-16 and post-18 destinations).
g. Curriculum staff undertake CPD (no less than 45 minutes) about Gatsby Benchmark 4 at least once a year	Y		The next CPD session scheduled for Training Day on Friday 16 February 2024 ('Careers across the Curriculum'). Next steps:

			To introduce Skills Builder as a framework for promoting and teaching the key skills for employability across the Curriculum. https://www.skillsbuilder.org/
h. The careers programme considers performance, destinations data and progression outcomes to plan and develop future CEIAG provision and sets targets to improve	Y		The Careers Plan is informed by data and student/staff voice. For example, destinations data and student voice combined to tell us that not enough students have successfully transition into the construction industry (versus earlier aspiration). This is also true of students on Alternative Provision. We have responded to this by generating resources designed to enable students to achieve their CSCS Green Card while still at TCS – prompting greater motivation and investment from students and providing students with an advantage in terms of ongoing work experience and apprenticeships. We have coupled this with a ‘pathways to construction’ work experience project with New Meaning Construction (due to commence in September 2024). Next steps: Student voice survey and panels to take place in May 2024 to help inform planning for 2024-25.
i. There is a plan in place to meet all Gatsby Benchmarks by 2026	Y		The ‘Next Steps’ described in this review form are designed to ensure that all Gatsby Benchmarks are met over the coming 18 months.
j. The careers programme meets the needs of all students, especially those of targeted groups	Y		The context of this is that the TCS curriculum is heavily geared towards preparing young people for adulthood and for the world of work. All students study (and are assessed and accredited) in Functional Skills English and Mathematics. In other subjects, technical and vocational qualifications are favoured over traditional academic qualification. Most students at KS4 and KS5 have the opportunity to study Vocational (Gateway) Units and the Extended Curriculum experience (among other priorities) has a focus on reflections on pathways into work. The Careers Programme (curriculum) aims to meet the diverse needs of all learners. Activities are adapted to support the engagement of TCS students across the age and prior-attainment spectrum. For example, we are piloting a KS3 PAL activity in March (Year 7/8) with Cambridge Regional College which will be carefully evaluated and adapted for other cohorts of students. The activities which make up our Careers Programme (curriculum) comprise a diverse range of experiences: from weekly timetabled PSHE lessons to ‘timetable collapse’ mornings, 1:1 sessions and special events (e.g. PAL visit from CRC). Through this diversity we aim to provide engagement opportunities for all students. Next steps: To introduce Skills Builder as a framework for promoting and teaching the key skills for employability across the Curriculum. https://www.skillsbuilder.org/
k. The academy is meeting Gatsby Benchmark 5 at over 80%	Y		Our Compass+ Evaluation (Autumn 2023) indicates 100% by the end of this academic year. Next steps: - To complete arrangements for a Summer Term Careers ‘Timetable Collapse’ which will comprise a carousel of encounters with employers/employees. - To review student reflections on workplace encounters (from Record of Achievement) in order to address gaps by improving the guidance available to students and updating the Careers Plan. - To enable student access to JED (Jobs Explorer Database) through structured activities – group and 1:1 supported.

l. The academy is meeting Gatsby Benchmark 6 at over 80%			The Extended Curriculum experience at TCS regularly exposes our students to a diverse range of workplaces and workplace opportunities. As part of their Record of Achievement, students are asked to reflect on workplace experiences and log their thinking. This record informs discussions (and planning) of House Time on a Tuesday morning. We endeavour to create work experience opportunities for KS4 and KS5 students. Next steps: - To improve the preparation and evaluation of work experience to increase the likelihood of a successful experience and to provide data to inform the development of new experiences. - To increase our capacity to enable all students at KS4 to undertake a work experience placement, by allocating greater staff resource and by working with local partners to secure a greater range and volume of placements. Current capacity will not allow for this. - To establish work experience placements as a core element of our Sixth Form curriculum offer (with all students expected to work in partnership with us to secure and undertake at least one work experience placement). Current capacity will not allow for this.
m. The academy measures the impact of personal guidance on scholar's decision making		N	All students at TCS have an EHCP. Before February half-term, all Year 11 and Sixth Form students will have engaged in an Annual Review. One of the aims of this Annual Review is to further explore and identify 'next steps' regarding post-16/post-18 destinations and transition. These Annual Reviews are attended by the Local Authority Additional Needs Pathways Team (Richard Beckett) who provides support and guidance, including follow-up interviews and workshops (e.g. reviewing College options, completing application forms, liaising with the family regarding support for 'next steps'). The impact of this work is tracked as progress towards post-18/post-18 destinations is measured. Next steps: - To establish a shared working document with the Additional Needs Pathways team for tracking the impact of personal guidance on students application/course/destination choices. - To establish a process for measuring the impact of Form the Future Careers Guidance (due to commence in May 2024).
n. All KS4 scholars receive at least one personal guidance meeting with a qualified Careers professional	Y		Our programme of 1:1 Careers Guidance interviews (with Level 6 qualified Careers professionals) will commence in May 2024, with a focus on Year 11 students without identified pathways into further training/education. This programme will continue throughout the 2024-25 academic year, addressing the new Year 11 cohort, Sixth Form and some targeted Year 10 students.
o. Destinations of scholars are tracked after they leave school or 6 th form		N	Destinations of scholars are tracked in so much as their expected destinations are logged at the point at which they graduate from TCS. Next steps: - To research the destinations of 2023 leavers – and to share the outcomes with current cohorts (as appropriate). - To create a 'Destinations' Display in The Centre, celebrating the destinations of TCS leavers (with informative information about their pathways).
p. There is an academy alumni		N	Next steps: To establish a TCS alumni. This will begin with the 'recruitment' of a number of identified students who have gone on to achieve success beyond TCS. It will expand to include 2024 leavers who will be given an 'alumni pack', will be encouraged to keep in touch and will understand that we will be in touch in 6 months and 12 months' time, to track their progress.

q. As Careers Lead, you are given the time to undertake your careers role and acquire the skills needed		N	Next steps: - To identify a Careers Lead for the medium/long term within the TCS staffing structure (Chris Cassidy placement may only stretch to July 2024). - We have appointed a new 'Inclusion Administrator' starting March 2024 (Hannah Meadows). This role will support the administration of the Careers Plan (among other administrative priorities).
r. You are in a strong position to undertake the National Quality Standard in Careers	Y		Yes. In academic year, 2024-25.



Attendance Strategies

January 2024

This document describes a range of strategies that are typically employed at TCS to address individual and systemic attendance issues.

Theme	Strategy/Intervention	Notes
Daily Habits	We notice when students return to school following absence – we warmly welcome them back and give them the opportunity to talk about their absence.	All students at TCS know that “we care” that they attended.
	All colleagues are aware of the importance of excellent attendance and reflect this in their daily interactions with students.	Where students disclose attendance issues, these are shared with DSL/House Head as appropriate.
	We have zones and areas in school where students experiencing social anxieties can ‘manage’ their experience away from the ‘hustle and bustle’ of busy school life e.g. The Centre at break time, C21 at the start of the day, Dining Room zones.	
House Teams	We review absence in House Team meetings (Mondays) and contact parents/speak to students as appropriate.	House Heads lead this work, creating time in meetings and delegating actions to the House Team (reviewing actions the following week).
	House Heads (or designated members of the House Team) mentor students whose attendance begins to deteriorate, supporting and challenging them to overcome emerging attendance issues.	This involves weekly check-ins and communication with parents/carers.
	We ask the Attendance Officer to send home a Head of House Letter where informal approaches/support have not resulted in a positive response.	
	We celebrate excellent attendance in House Time on a Tuesday morning and remind students of the importance of excellent attendance.	
	We address attendance support/challenge in Termly Visits to students’ homes.	
Tracking & Intervention	We track and analyse student attendance in weekly BASI meetings (Thursdays) attended by Attendance Officer, DSL, SENCO and VP. We address the attendance challenges of individual students and look to identify patterns and systemic issues.	Interventions are initiated, and actions are initiated and evaluated. Strategic Plans are updated as appropriate.
	The Attendance Officer analyses the attendance data (ongoing) for emerging trends and feeds this information into the weekly BASI meeting e.g. the prevalence of a particular type of illness, transport/traffic issues, increased anxiety around a particular school activity.	
	TCS is represented at Trust (Partnership) Attendance Meetings (monthly) – sharing best practice with secondary colleagues from across the Trust.	
Working with Parents & Carers & the Local Authority	‘First day calling’ when a student does not attend school – listening to parents and signposting resources/colleagues for further support.	
	We work proactively with Local Authority Educational transport, supporting families to resolve home to school transport issues (typically taxi journeys)	Often the process of resolving transport issues can take weeks. Where possible, we attempt to meet the cost of temporary

		transport solutions (but there is a budget limit for this support)
	We have up-to-date attendance information and guidance on the school website, and we refer to this in informal conversations with parents and in all letters.	We need an attendance page on the website ASAP!
	We promote excellent attendance and signpost support for parents in our termly Newsletter.	
	On occasion we use short-term Part-Time Timetable Arrangements to boost school attendance by increasing attendance expectations incrementally (with appropriate challenge and support).	Part-time Timetable Arrangements are approved by the Principal, agreed by parents, describe in a document and reviewed regularly at BASI meetings.
	We engage with the Local Authority formal attendance intervention escalation process – issuing Letter 1, Letter 2 and Letter 3 (intention to prosecute) as appropriate. The early stages of the process have a significant emphasis on collaboration and support (Early Help). The latter stages define clear (agreed) targets and timelines for improvement.	
	We work with the Local Authority Education Officer (Rachel Loveday) and SAT Caseworker (Julie Rutterford) to consult on individual cases and attendance processes (from early intervention to prosecution).	We are pursuing prosecution In the case of two students) for the first time in 2024.
Recognition & Reward	We offer targeted financial incentives for students to rapidly improve their attendance or to sustain an improvement (e.g. £5 for a full week, or for maintaining 100% attendance over several weeks).	Often parents are willing to match any reward issued by school.
	We have weekly 100 Club Prize Draw, recognising all students who had 100% attendance in the previous week (Mon to Fri).	The draw takes place at lunchtime on a Monday (in the Dining Room)
	We issue Attendance Awards in the Achievement Assembly at the end of each term.	




The BULLETIN
ISSUE 10

Fortnightly
5 March
2024

'Oscars' Special Edition

WELCOME! Hannah Meadows

A very warm welcome to Hannah Meadows who joins the TCS team as Inclusion Administrator. Hannah will be at TCS Monday to Thursday each week and will largely be based in the Atrium Office. Hannah's role will see her taking on a range of key activities in support of some of our most vulnerable learners. As Inclusion Administrator she will significantly increase our capacity to conduct Annual Reviews, fulfil our safeguarding responsibilities and support students in Alternative Provision.



"Hello everyone! I'm really pleased to be joining The Centre School and I am looking forward to getting to know all of the students and staff."

National Careers Week



It's National Careers Week this week. Here is a link to some useful resources (activities, films) which you may use in Basics/House Team over the coming weeks.

[NCW One Stop Shop \(ncw2020.co.uk\)](https://ncw2020.co.uk)

As a follow-up to our work on Careers and employability at the last PD Day, there is a focus on Careers on **Pages 4 and 5** of The Bulletin. This includes links to key resources and login details for the Job Explorer Database.

STUDENT SUBJECT FOLDERS Guidelines



Firstly, thank-you for the feedback on student subject folders – on PD Day and since. It's clear that there is a lot of strong practice across the school. In the content of an Ofsted inspection, it's important to recognise (but not to overstate) the significance of the content of student subject folders.

When inspectors make a 'judgement' about the quality of education, it is the combination of 'folder content', lesson observation and student and staff voice (from across the school) that will enable them to arrive at a conclusion.

Regardless, the way in which we work with student subject folders can have a significant impact on the quality of teaching & learning that takes place in our 'classrooms'. As a result, we review our folders and plan for the coming weeks, we should do so with the following guidelines at the forefront of our minds.

Student subject folders: Good Practice Guidelines

Folders should contain:

- A record of learning goals/objectives/criteria (*our curriculum intent*)
- Evidence of tracking of progress towards learning goals (*curriculum impact*)
- Student work organised/sequenced (*curriculum implementation, progress over time*)
- Recognition of the SEND needs of our learners e.g. literacy strategies/keywords, multiplication squares, writing frames, sentence starters (*responsive teaching*)
- Some live (in-lesson)/guerilla 'marking' – on paper/post-its (*responsive teaching*)
- Some evidence that students have corrected/improved work e.g. could include spelling, punctuation, grammar, basic numeracy (*the impact of responsive teaching*)

We recognise that student non-engagement and absence can create gaps in student subject folders. We recommend that non-attempted/missed 'sheets' be added to folders (to support completion of the work at a later date, as appropriate).

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PLANNING AHEAD – Staff Meets

Coming Up!	Agenda/Theme
Tuesday 5 March 2.50pm Various	Theme: Spring clean! Getting ahead of the Inspectors... Please dedicate time (individually or in subject/house teams) to maintaining/improving our learning spaces. This includes: • Student subject folders - organisation and marking/assessment (see Page 2 for further guidance). • Classroom tidiness/organisation - remove clutter, discard old paperwork. If a classroom is (particular) need, please recruit colleagues to lend a hand! • Wall displays.
Friday 8 March PD Day From 8.45am	Curriculum Design (Part 2) See Page 3 for the programme.
Tuesday 12 March 2.50pm The Centre	Subject Teams
Tuesday 19 March 2.50pm	Appraisal, Mid-Year Reviews (Part 2)
Tuesday 26 March 2.50pm	Introducing our Training Programme for March to July 2024.

PD DAY Programme (Fri 8 March 2024)

PD Days are like buses...as we enter the second half- of this academic year, Friday's PD day affords us an opportunity to put some 'rocket boosters' behind some important longer-term projects and to address one or two short-term priorities. It's also a time where we can pause to reflect on our progress towards our 2023-24 Appraisal targets. The programme for the day is described below. If you have any queries or feedback about the programme, please get in touch with CC.

[Training Day Programme \(Fri 8 March 2024\).docx](#)

Note: Staff group allocations will be confirmed (in this linked document) over the next 24 hours.

TCS Training Day Programme V1.0 Theme: Curriculum Design (Part 2) Friday 8 March 2024				
No.	Times	Session	Venue	Lead/Audience
1	From 8.45am	Welcomes to the day! Coffee & nibbles	The Centre	Staff/Students All staff
Morning Session				
2	9.00am - 12.00pm	A The Farm (1) Solid Award Design & Teaching, Fund raising, 2024-25 plans for The Farm. B Student Case Studies Solid Award Design & Teaching, Fund raising, 2024-25 plans for The Farm. C Festivals Curriculum (1) Planning/Resource preparation for Summer Term 2024. D Attendance Review Review of data, incidents, and support for House Teams/Families.	The Centre	All staff
3	12.00 - 12.45pm	Lunch is served!	The Centre	All staff
4	12.45 - 1.30pm	Appraisal - (Preparation for) Mid-Year Reviews (Part 1) An opportunity for colleagues to log to ESS and to update their online appraisal document (updating targets and/or progress towards targets) ahead of the mid-year reviews (on Tuesday 19 March).	The Centre	All staff
Afternoon Session				
4	1.30pm - 3.00pm	A The Farm (2) Solid Award Design & Teaching, Fund raising, 2024-25 plans for The Farm. B Festivals Curriculum (2) Planning/Resource preparation for Summer Term 2024. C Student Subject Folders An opportunity to return to the work of this is additional planning/organisation and assessment/markings required (see the Bulletin for guidance). D National College Catch-Up Dedicated time to complete any outstanding work/training with the National College. E Careers Library (Atrium) Organising, resourcing and creating displays.	The Centre	All staff

WORLD BOOK DAY Thursday 7 March

For ideas and guidance on how to bring World Book Day to life in Basics/lessons/Extended on Thursday, please refer to the PowerPoint shared by Laura (linked below).

[World Book Day 24.pptx](#)

WORLD BOOK DAY

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CAREERS PD Day Follow-Up

On the 16 Feb PD Day we share the expectation, that between now and May half-term we would explore the use of five key strategies for promoting thinking about work, careers and employability skills. These strategies are outlined below. In the second half of the summer term, we will review these strategies as we work towards an improved Careers Programme for 2024-25. If you have any queries about the strategies outlined below, please don't hesitate to contact CC.

1. In all subjects, reference/reflect upon the essential skills for employment



Create a free account on the Skills Builder Hub to access resources to support the promotion and teaching of these eight essential skills [Search Skills Builder Hub](#)

2. Use Panjango Online in Basics

<https://panjango.com/pages/panjango-online>

- Free to access, register with your TCS email account.
- Lots of appropriate resources for literacy and numeracy – Entry Level 1 to 3. A range of these resources have been downloaded and are located at [Careers Curriculum \(2023-24\)](#)

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3. Use My Skills My Future in House Time

The My Skills, My Future document can be found at [Careers Curriculum \(2023-24\)](#)

This document is an excellent source of ready to use lesson activities on employability skills and next steps. In addition, it provides links to an extensive library of videos (Engagement Videos) which present a range of jobs/careers.



4. Encourage students to reflect on their experiences of workplaces during Extended Curriculum

During 2024 we have made some great progress with this – prompting students to reflect on their experiences of the workplaces they encounter during Extended Curriculum. To all staff delivering Extended Curriculum – keep those 'world of work' prompts/questions going – "Would you like to work here?", "What skills would you need to work here?", "How could we find out what the starting salary is?". House Teams – keep prompting students to record their reflections on the PD Goals Review Sheet (in Records of Achievement).

5. Support students to engage with the Careers/Ready for Work Library (in the Atrium and online).



The 'Careers Library' in the Atrium will be in place on Friday 8 March.

Follow this link to access the Job Explorer Database/First JED (First JED is a variation designed to support SEND students)

<https://jed.careers.org.uk/jed/?Linkmaker=d7f3e209-dd66-4e60-b66c-7118e20225a2> (save it as a bookmark on your browser)

This can be used as part of lesson activity or on a 1:1 basis. Students should be aware that they can use JED to research jobs (including salaries).

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TOUCHSTONE Links

Useful links that appear in every Bulletin issue, for ease of access.

The Astrea Employee Assistance Programme operates a 24-hour confidential helpline and is available to all staff (for counselling, financial guidance, family issues, low mood, legal support etc). Your call will be handled by an experienced therapist or advisor, who will offer support in a friendly, non-judgemental manner.

Employee Assistance Programme

Stress & anxiety
Debt
Work
Lifestyle addictions
Relationships
Legal

FREE 24 HOUR Confidential Helpline
0800 028 0199
healthassured@tcs.co.uk
Download the health e-Hub now
Google Play App Store

How we Teach at TCS

[How we teach at TCS \(October 2023\).docx](#)

Current Duty Team Schedule

[Duty Team Schedule \(January 2024\).xlsx](#)

Current Part-time Timetable Arrangements

[PTT Updates \(2023-24\).docx](#)

Current Work Experience Overview

[Work Experience.WEEKLY OVERVIEW.docx](#)

Current Purple Ruler (1:1 Online Tutoring Schedule)

[Current Purple Ruler \(Online Tutoring Schedule\).pptx](#)

Appraisal Guide

[Appraisal at TCS \(2023-24 Guide\).pdf](#)

Acronyms

[Acronyms in use at TCS \(2023-24\).xlsx](#)



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SCHOOL INFORMATION

School:	The Centre School
School type:	Special
Age range:	11 - 19
Date open/converted:	January 2009
Total NOR:	131
P16 Total NOR:	25
Y12:	15
Y13:	5
Y14:	2
Y15:	3
Local Authority:	Cambridgeshire
Principal:	Sue Raven
Regional Director:	Jo Myhill-Johnson
Governance type:	TMB / LECC
Chair of Governors:	Pri Pinnaduwa

% BOYS	95%
% GIRLS	5%
% FSM6	63%
% CLA	0.76%
% EAL	0%
% SEND Support	100%
% SEND EHC plan	100%
% Stability	
% Pupils from ethnic groups (5% or more)	
Deprivation indicator (quintile):	<i>5 most deprived ---- 1 least deprived</i>

CURRENT SCHOOL EVALUATION (judgements are based on the EIF criteria)

OVERALL EFFECTIVENESS	GOOD		
QUALITY OF EDUCATION BEHAVIOUR AND ATTITUDES PERSONAL DEVELOPMENT LEADERSHIP AND MANAGEMENT SIXTH FORM	GOOD		
	GOOD		
	GOOD		
	GOOD		
	GOOD		
Date SEF was last reviewed:	September 2023	March 2024	
	AUTUMN	SPRING	SUMMER

CONTEXT

As an Astrea Academy, we subscribe fully to the trust's values. Astrea's future success is underpinned by a strong set of shared values. These values are important because they support the vision, shape the culture, and make a statement about what we as Astrea hold dear:

- **Scholarship** - We will be informed by the best of academic and organisational thinking and research, using this where we can and expanding it where possible.
- **Curiosity** - We will ask searching questions, not take things on face value, seek out the best of what is known and engage in appreciative enquiry.
- **Tenacity** - We will deliver on our promises and see things through to completion. We will embody pace, urgency, and determination in our focus on improving outcomes for children and on our own performance

These shared values underpin our core school values:

- *Engagement*
- *Relationships*
- *Resilience*

The context of the school

The Centre school caters for students aged between 11 and 19 years, who have social, emotional, and mental health difficulties (SEMH). The school shares a site with Cottenham Village College, a mainstream secondary school for students from 11 to 16 years. Each Centre School student has an education, health, and care plan (EHCP). There are 131 students on roll, including 6 girls. The school has a sixth form comprising 25 students. Most students have been excluded from or referred by mainstream and specialist providers. They often come to the school with negative views of school and education, and many have had severely disrupted educational journeys. Students join the school at various times during the school year and in years other than Year 7. An increasing number of students join the school with levels of literacy well below those expected for their ages. The school is the only special school in the Astrea Academy Trust.

Our curriculum celebrates success and develops resilience. The curriculum is carefully constructed to aid positive mental health and well-being. Our hope is that students will re-engage in their education and leave prepared for adult life.

The profile on entry is varied, however increasingly students are joining The Centre School with levels of literacy that are significantly below average and/or evidence a severe difficulty. As an example, in September 2022, 36% of students baselined with a reading and/or spelling age of 7 years or below. 60% of year 6 and 7 students baselined with a reading and/or spelling age of 7 years or less. Literacy and the development of reading is a school priority. The Intervention strategy combines continuous and reactive assessment, as a school we provide robust intervention that is rigorous and engaging. The teaching of phonics is matched to students' current level of skill. The school places great importance on progress in literacy and numeracy, and students leave having made significant progress from their starting points in these areas.

The school has worked hard to improve attendance. This is a significant challenge with students who are placed on roll when in an established habit of non-attendance at their previous schools. This is an even greater challenge when these students join in-year. The school has established new and positive approaches to building a habit of regular attendance for these students.

Safeguarding is at the heart of the school. Leaders and all staff see safeguarding as their responsibility. Incidents and updates are recorded on CPOMS, which is monitored effectively for trends affecting individual students.

The academy's most recent inspection was in January 2017. It was a S5 inspection, and the overall judgement was that the school remains good. Below is the full grade profile from the inspection and the areas for improvement identified by the inspection team:

The actions from the previous inspection in (January 2017, with Monitoring Visit October 2020, with both inspections confirming a 'Good' judgement) were:

- Thoroughly check patterns of attendance across year groups and subjects, using the information to set challenging targets and develop strategies to improve attendance further.
- Make sure teachers use the new tracking system consistently to record the progress of all pupils
- Develop strategies so that those in Year 11 who enter the school other than at the usual time make the same progress as their peers.

The Centre School offers a positive educational experience that cultivates high self-esteem and ensures that all members of the school community can take advantage of both learning and leisure opportunities to make good progress and prepare students for the next stages of life.

The Centre School responds to students with a wide variety of needs and backgrounds. we believe that students need an accessible stimulating and well-resourced environment that offers appropriate opportunities for all. We aim by our behaviour, routines, structures, and relationships to model a society that is a microcosm or any functioning community.

CIF (up to Aug 2019)

Overall effectiveness	GOOD
Effectiveness of leadership and management	GOOD
Quality of teaching, learning and assessment	GOOD
Personal development, behaviour, and welfare	GOOD
Outcomes for pupils	GOOD
16 to 19 study programmes	N/A

PROGRESS SINCE PREVIOUS INSPECTION

Area For Improvement	Actions taken and impact
• <i>AF1</i> - Thoroughly check patterns of attendance across year groups and subjects, using the information to set challenging targets and develop strategies to improve attendance further.	• <i>Regular weekly monitoring meetings using Red, Amber, Green.</i> • <i>Some success stories (case histories provided)</i> • <i>Use of rewards and incentives introduced</i> • <i>Letter process in place</i> • <i>Collection from home by The Centre School staff</i> • <i>Detailed weekly notes available</i> • <i>House team staff monitor and call home</i> • <i>Flexible timings e.g. later start offered</i>
• <i>AF2</i> - Make sure teachers use the new tracking system consistently to record the progress of all pupils	• <i>In place</i> • <i>Able to track from starting points</i> • <i>Progress monitored</i> • <i>Interventions in place where there is lack of progress</i>
• <i>AF3</i> - Develop strategies so that those in Year 11 who	• <i>Look carefully at groupings</i> • <i>Intervention if needed through Basic Skills</i>

enter the school other than at the usual time make the same progress as their peers.	• <i>Use tuition to support learning</i> • <i>Case Histories show evidence of impact</i>
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QUALITY OF EDUCATION	GRADE 2	GOOD
• The curriculum is ambitious and designed to engage pupils; ensuring they have the skills, knowledge, confidence, and awareness to move on as responsible citizens and succeed in their next steps. This is underpinned by the core Basic Skills curriculum which acts as a targeted intervention to address gaps in literacy and numeracy. • Curriculum documentation shows a wide range of coverage and sequencing, but with flexibility built in to ensure those students that do not start the school in Year 7 are able to participate without being made to feel behind. • The curriculum is well planned and delivered enabling students to become successful learners, confident individuals, and responsible citizens. Student's value and look forward to the Extended Curriculum sessions, a key aspect of the curriculum.		
• Teaching is good, characterised by careful classroom management, well-pitched challenge, clear modelling of expected outcomes, a positive attitude to 'trying-but-failing' and an integrated approach to personal SEMH difficulties and EHCP outcomes. • Staff at all levels use their trusting relationships and deep student knowledge, combined with strong subject knowledge, well-rehearsed routines and enticing resources to promote high levels of engagement. Students are well supported and challenged, resulting in significant academic and personal progress. • A comprehensive programme and culture are in place to support staff working toward QTS, 6 colleagues have completed their QTS through a variety of routes, this work is ongoing and is further supported by an external coaching programme. • The CPD programme has recently covered: - ○ <i>Phonics training on a regular basis delivery of TCS Letters and Sounds intervention programme</i> ○ <i>Visual Literacy – Comprehension (literal and Inferential thinking)</i> ○ <i>Re-enforcement of the Reading Strategy</i> ○ <i>Read Write Inc – (Sept 23)</i> ○ <i>Autism training</i> • The number and level of qualifications achieved has increased through the use of Gateway and the Centre School Gold award. This particularly supports students' preparation for adulthood. • <i>There is a sharp focus on ensuring that students are secure with their phonic knowledge, through structured programmes of intervention that focus on specific gaps in learning or the systematic and explicit teaching of phonics (Read Write Inc, TCS Letters and Sounds) This Intervention is delivered during Basic Skills, these groups are designed to advance readers at all levels and is personalised to suit individual needs and offers next-step progression for all readers.</i> • <i>Basic Skills provides a time for reading every day (independent and / or supported reading), these reading opportunities may be modelled reading, supported reading by a teacher/peer or independent/quiet reading.</i> • <i>The Reading Strategy has led to improved attitudes to books and reading, due to its focus on reading widely and often throughout the curriculum. Strategies used are the modelling reading and decoding, encouraging decoding, questioning comprehension (activating prior knowledge, prediction and questioning; visual Literacy) and peer assisted learning (pairing a stronger reader with a weaker reader). Which encourages increased opportunities for developing confidence and resilience in reading and reading aloud.</i> • <i>Reading data 22-23 shows that reading ages significantly increase across the school, from often very low starting points. Progress for these students on average is for every month that passes, 2.4 months progress is made. As progress is more than double, it is significantly closing the gap between actual age and assessed age (data includes 29 students whose assessed reading and / or spelling age was 7 years or less than).</i> • <i>Jan 24 reading data shows that, for the 15 students tested from years 7-11, for every month that passes on average 2 months progress has been made, doubling expected progress.</i>		

- Pupils are ready for the next stage of education; the majority achieve the best possible outcomes across the board.
- All students achieve Functional Skills Qualifications in both Maths and English
- Some students achieve GCSE in Maths and English.
- In Maths current baseline assessment highlight fundamental gaps in students learning and expose missing basic numeracy skills.
- Students make progress by 'chunking' tasks into manageable amounts. Students will recap on what they have learnt through interactive and engaging plenaries.
- We also use practical hands-on exercises where applicable to bring Maths to life making learning enjoyable and engaging.
- The school farm is proving to be a positive addition to the curriculum following its introduction and development this year.
- The farm is used by 3 other schools and students attending are mentored by TCS students.
- Produce from the farm is used in cooking lessons.
- The curriculum for English and Maths is built around the Functional Skills criteria from EL1 and above. The teams use a variety of hooks to engage students so that they achieve the necessary skills they need for the future.
- 7 students other than those in year 11 achieved Level 1 and 2 Functional Skills English qualifications.

Evidence for the above can be found:

- Case Histories
- Curriculum Offer document
- Basic Skills Curriculum document
- Reading Strategy document
- Reading progress data through YARC and SWRT
- Lesson observations
- Student's work in books
- CPD Overview
- Exam Results Analysis document, including analysis of destination data and NEETs
- Student Planning and Progress and Case Studies
- Pupils are prepared for the next stage in their lives because they are given opportunities to achieve the widest range of outcomes.

OUTCOMES	2019	2020	2021	2022	2023
NON PP	5	6	7	10	7
Maths GCSE or Equiv	40%	50%	43%	27%	29%
English GCSE or Equiv	40%	33%	14%	41%	29%
Entry Level 3 Maths or higher	40%	50%	57%	59%	57%
Entry Level 3 English or higher	60%	67%	71%	59%	43%
5 or more GCSE's	0	0	0	0	0
Average Qualifications / pupil	6.2	4.33	4.33	6.22%	5
Further Education or Employment	60%	67%	100%	100%	57% 3 NEET
PP	8	16	13	12	11 x1 student on roll for 1 month
Maths GCSE or Equiv	38%	56%	54%	8%	0
English GCSE or Equiv	50%	50%	31%	25%	9%

Entry Level 3 Maths or higher	63%	56%	69%	58%	46%
Entry Level 3 English or higher	50%	63%	62%	50%	36%
5 or more GCSE's	0	0	31%	0	0
Average Qualifications / pupil	5.3	6.2	4.1	4.1%	6.4
Further Education or Employment	63%	94%	100%	83% 2 NEET	64% 4 NEET

Non PP Average Qualifications / pupil:

- 86% of NON PP Students started in year 10 or after

PP

- 45% of PP students started in year 9 or after

AREAS FOR FURTHER IMPROVEMENT - QE

1. Building on the very best practice to ensure that the quality of education is high in all areas.
2. To enhance the support student with a very low reading age by using Fresh Start.
3. To develop a KS3 curriculum award that incorporates TCS golden threads.
4. To use the NTP to support aspirational goals for some students.
5. To ensure that they Gold Award is developed for the Farm and Drama.
6. To introduce a Gateway Unit for the Farm.

BEHAVIOUR AND ATTITUDES

GRADE 2

GOOD

BEHAVIOUR

- Excellent relationships between staff and students lead to co-operation and engagement.
- The vast majority of students have positive attitudes to learning and want to do well. This is demonstrated by the general conduct around school and the number of positive point scores students receive on a weekly basis.
- Weekly behaviour meetings evidence that good learning behaviours are in place for the large majority of students. These are held by House Heads.
- All students understand and can articulate the behaviour system in place and can confirm the consistency of application of all staff.
- There have been no permanent exclusions since the school opened in 2009.
- Attendance continues to be a focus, especially for students who have a history of non-attendance before joining the school.
- Regular team meetings ensure patterns of attendance are tracked.
- Relationships between students and staff reflect a positive and respectful culture.
- Students are safe and report that they feel safe.
- Parents and carers are supportive of the school and support the need for constant re-enforcement of positive behaviour.
- The school is good at creating short term options for students whose behaviour is significantly impacting on others, so that their needs continue to be met without harming the education of others.

Evidence for the above can be found:

- Case Histories
- Staff voice
- Student voice
- Parent / carer feedback
- Exclusion's data, including comparisons with regional data
- Attendance data, including comparisons with national data
- Observations during unstructured time
- Evidence from House Team – point scores, presentations etc.

BEHAVIOUR	2019	2020	2021	2022 AUTUMN	2023 SPRING	2023 SUMMER
SEND						
FTE (no.)	110	68	105	31	30	20
FTE (pupils)	45	34	37	18	23	16
FTE (days)	216	117	167	52	59	34
FTE (repeat pupils)	26	21	20	8	7	4
PX	0	0	0	0	0	0
BULLYING	2	3	4	0	0	0

2019 – 31% PP all SEND

2020 – 50% PP all SEND

2021 – 60% PP all Send

A decision to suspend is often taken in the best interests of the vast majority of students who do attend lessons and do want to learn. We have worked hard to address the impact of certain students and to reduce the number of exclusions they receive.

ATTENDANCE

ATTENDANCE	2019 SUMMER	2019 AUTUMN	2021 AUTUMN	2022 SPRING	2022 SUMMER	2022 AUTUMN	2023 SPRING	2023 SUMMER
ALL								
% ABSENCE	17.7%	16.6%	21.6%	22.7%	29.5%	23.7%	24.0%	29.1%
% PA	56.2%	60.9%	59.6%	64.0%	68.4%	57.5%	56.2%	65.0%
% LATES								
PP								
% ABSENCE	16.8%	18.1%	23.5%	24.0%	28.3%	27.0%	27.9%	30.6%
% PA	56.1%	58.9%	62.5%	66.7%	65.6%	61.6%	57.1%	63.2%
% LATES								
SEND								
% ABSENCE	17.7%	16.6%	21.6%	22.7%	29.5%	23.7%	24.0%	29.1%
% PA	56.2%	60.9%	59.6%	64.0%	68.4%	57.5%	56.2%	65.0%
% LATES								

AREAS FOR FURTHER IMPROVEMENT – BA

1. The school works tirelessly to explore alternative strategies for FTE
2. The school will continue to work hard to reduce the number of FTE, particularly repeat.
3. The school works tirelessly to improve student attendance.

PERSONAL DEVELOPMENT

GRADE 2

GOOD

- A curriculum offer which provides extensive opportunities for all students to enhance their personal skills and interests, fostering lifelong hobbies and wider interests.
- In normal years four Residential experiences are offered every year and include WW1 Battlefields (x2), Grafham Water and Brenscombe.

- All students are able to access quality careers advice, and this includes a bespoke offer in collaboration with the LA and work experience providers.
- Restorative approaches are utilised to enhance positive relationships with all the students.
- The curriculum offer supports the development of resilience and independence in all students, and this is demonstrated in the positive relationships forged and the promotion of a growth mindset in all, including staff.
- All students have access to a wide range of exciting experiences, which goes beyond the expected, and this strengthens personal development even further.
- The Extended Curriculum gives pupils opportunities to experience success and self-belief, this transfers into the classroom and boosts progress and achievement.
- The Extended Curriculum has been bolstered by the acquisition of the farm, which offers all students opportunities to develop land-based skills which contributes positively to their personal development, particularly around problem-solving and resilience.
- Trauma Informed training for all staff ensures that emotionally available adults can support within the context of the boundaries and routines required to run a school.
- The development of the RSE Policy was undertaken in consultation with all parents and carers during September home visits in preparation for the new year.
- The Gold award has given students opportunities to work with local primary schools, attend visits and trips in several different subjects including sport, museums, history trips abroad, art exhibitions and help in a Michelin star restaurant kitchen.
- A positive relationship with New Meaning has enabled students to develop high level construction skills e.g., tiling and plastering.
- The Centre School farm is proving to be a very positive addition in terms of mental health and improved attitudes to learning.

Evidence for the above can be found:

- Case Histories
- Records of achievement.
- Extended Curriculum offer document (also available online)
- Student voice records
- Behaviour records
- RSE Policy available online
- Parent and carer feedback on RSE consultation process
- Parent and carer feedback at open evening.

AREAS FOR FURTHER IMPROVEMENT – PD

1. Continue to improve the House system following the re-organisation at Easter to ensure parity.
2. Further development and training for careers education will be in place from September 2023, facilitated by the Trust.
3. To develop a KS3 curriculum award that incorporates TCS golden threads.

LEADERSHIP AND MANAGEMENT

Grade 2

GOOD

- Staff share an ambitious vision for a high-quality education for all pupils that will give them the skills to move on to college and employment.
- Safeguarding is highly effective.
- The leadership of the Principal has been pivotal in the development of all staff at all levels and as a result subject and leadership knowledge continues to build over time.
- Three staff have completed the Diploma for Trauma Informed Schools.
- All staff have accessed Mental Health Awareness training and Trauma Informed training.
- The governing body meets half termly, governors are regular visitors to the school and bring support and challenge to TCS team.

- Termly home visits to every parent ensures that communication is strong, and all parents/carers are well informed about the progress of their child.
- All staff are well supported and wherever possible flexibility is accommodated so that the key events and family responsibilities are managed well.
- The school engages with a coaching programme supported by Challenge Partners, which ensures staff are able to access opportunities which contribute positively to their health and mental well-being.
- Staff know how to teach the skills for reading and comprehension through regular training and review sessions.
- Staff have been trained in supporting students learning to read and with the transition from learning to read to reading to learn, using The Centre Schools Letters and Sounds intervention programme, and Visual Literacy / comprehension intervention.
- The highly successful house system motivates and supports students to build appropriate relationships, resilience, and engagement. Weekly house meetings support students to reflect on their behaviour and ambitions for their future. Staff use their knowledge and relationships with students to promote improvements in conduct and personal development.
- Leaders are highly visible in school and present in classrooms. Observations from external professionals involved in the teacher training process confirm leaders' views on the quality of education. Leaders are developing coaching approaches and use a highly effective external coach to support teaching improvement and staff well-being. Due to the school's student-focused ethos and staffing deployment arrangements, practice is shared effectively across The Centre school.
- The school is working with the trust to address issues of succession planning and to ensure leadership at all levels is effective.

Evidence for the above can be found:

- CPD records
- Minutes of LECC meetings
- Safeguarding records through CPOMS

AREAS FOR FURTHER IMPROVEMENT - LM

1. Further subject specialist training is needed to ensure that all curriculum areas are as strong as the best.
2. Robust quality assurance of Gold award in all vocational areas.
3. To continue to explore external funding opportunities.
4. Robust line management across the board

SIXTH FORM

Grade 2

GOOD

- The curriculum offer in the 6th form is ambitious and relevant to the needs of the students in ensuring they are well prepared for the next stage in their education, employment, or training.
- The curriculum ensures that knowledge and skills develop over time and at a rate that is appropriate for the individual learner.
- The school is ambitious for all its students.
- Teachers have strong subject knowledge, and this includes extensive vocational and trade-related skills, which ensures that students are given real-life opportunities to aim for.
- Students with high levels of SEND develop greater independence in making decisions about their lives. This is demonstrated in work experience discussions, as an example.
- Feedback from parents/carers confirms the rapid progress in personal and social skills achieved on entry to the 6th form.
- Students in the 6th form have positive attitudes to education and are positive about their learning experience.
- We will move to the Gateway Vocational Studies qualification which offers a much better range of qualifications than the Progression units.

- We are in a position to replicate offers made by other similar type providers by introducing additional qualifications in coaching, land-based studies, and retail.
- We will prepare students for the CSCS Card.

Evidence for the above can be found:

- Case Histories
- Gold Award documents
- Destination's documentation
- AR paperwork

AREAS FOR FURTHER IMPROVEMENT - SF

1. *Increase the number of vocational qualifications offered e.g. – Personal training and land-based studies*
2. *Continue to improve on existing qualifications for example Functional Skills and Gateway Qualifications.*
3. *Continue to find work placements that support the Gold Award and progression onto the next stages.*



LGC Member School Visit Record

Name	Kate Lees
Date of Visit	7th March 2024
Focus of Visit	Basic skills and 6th Form PSHE
Classes/staff visited	Martin Gerrard-Croxon
<i>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</i> I sat in on a basic skills class which looked at the importance of reading and how this could equip the student for life outside school, and also a 6th form PSHE session looking at skills and qualities needed for moving on to, and functioning well within, the work environment. I observed and joined in with the activities in both these lessons, looking at the resources used and chatted to a couple of students.	
<i>What I have learned as a result of my visit</i> The basic skills session looked at reading beyond the boundaries of books. How reading was important in life activities such as driving, working, staying safe, and enjoying life. The students could relate to this as they could see the importance of learning to read and reaching a certain standard to be able to enjoy life and engage fully in society. There was a good mix of presentation and interaction although both this and the PSHE lesson were hampered by the internet which was only working intermittently. I understand this is an ongoing problem not only making it difficult for those teaching, but also taking away some of the more engaging elements. The PSHE session looked at different challenges in life and how the students might face them as well as asking them to think about their skills and qualities in relation to the vocations they might look to go into. Some really struggles with this and needed to be encouraged to see the skills and qualities they had, which both the teacher and other students encouraged them to recognise. Once again this session was hampered by the intermittent internet connection, making it harder for the teachers, which on a different occasion may have been very difficult if the students were struggling to engage.	

Positive comments about the focus

All the students were very engaged with the lessons. In basic skills it was great to see spontaneous answers from many students and offers to read out loud. The atmosphere was relaxed and it was clear the students felt what they offered would be encouraged and affirmed.

The PSHE lesson had some really good discussions and interesting questions were raised about life and vocation. The students were engaged to different degrees and some clearly saw the value of thinking through how behaviour and attitude helped or hindered the jobs they could do and how they might engage with others in the workplace.

The students were keen to encourage each other and point out positive qualities in other students.

Aspects I would like clarified/questions I have

I have no further questions at this time

Ideas for future visits

I didn't get too much time to chat to the students due to time pressures and the style of the lesson on the day. It would be good to visit at a time when I could chat a little more to those in 6th form to gain their perspective on the lessons - which I thought were really positive and thought provoking.

Any other comments

I continue to be impressed with the commitment and dedication of the staff. It was clear in the basic skills lesson that there were a large number of students compared to staff support. Although all went well on the day I visited, it is clear that on other occasions it may well be difficult to fully support all students and protect staff as student numbers increase.

Both lessons related to everyday life and were brilliant at engaging the students despite the failure of tech on both occasions. This was a real shame as it was clear some really creative planned activities were unable to happen.

Committee Member Visit Record

Name	Judith Davies
Date of Visit	7 th February 2024
Focus of Visit	Safeguarding
Classes/staff visited	Annabel Gerrard-Croxon, DSL
Summary of activities e.g., observing classes, talking to staff and pupils, looking at resources, etc. ✓ 1:1 meeting with Annabel to updates from last meeting and new issues.	
What I have learned as a result of my visit: ✓ CPOMS -Was raised as an issue again. Was not improving- HT intervention was required and this has brought about improvement in speed of entering the data Continued tracking of staff not replying within expected timeframe. Spreadsheet remains effective in identifying current situation. ✓ Need to ensure pupil and parent voice in CPOMs no update ✓ Racist incidents being logged on CPOMs but House heads action not Annabel ✓ Online safety policy needs completing ✓ Annabel has Astrea doc to help prepare for Ofsted ✓ Capacity issues re workload of safeguarding lead (Annabel) actioned. New admin support should be in place by the end of Feb 2024 ✓ Online Policy due to go to next GB meeting	
Positive comments about the focus Most actions from review and last meeting still being addressed and all those requiring prioritisation are in process or complete.	
Aspects I would like clarified/questions What further can be put in place to continue to support completion of CPOMS in a timely manner. This issue remains of concern as some staff still do not undertake actions in a timely manner despite interventions. This item remains a regular item in this meeting and will continue to be monitored.	
Matters to be discuss at next committee (e.g., proposed agenda items) and future visits: Ongoing CPOMS issue. How can Govs. support? On line policy	
Any other comments CPOMS remains an entrenched issue and is of concern	

Signed (committee member):

Signed (link staff member):

A handwritten signature in black ink on a light blue background. The signature appears to read "Judith Davis".

Annabel Gerrard Croxon
Head of Student Welfare and
Safeguarding



Safeguarding Adults at Risk Policy and Guidance

Date	29 February 2024
Written by	TCS Safeguarding DSL A Gerrard-Croxon
Approved by TCS LGC	26 March 2024
Review Date	February 2026

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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)

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Version Control

Version no.	Update Details	Page/s	Date	Review Date
2	- Added reference to the Mental Capacity (Amendment) Act 2019 - Added Care Act 2014 definition of Adult at Risk	Pages 3, 11 Page 5	17.08.2022	July 2023
3	- Updated links throughout. - Reviewed content in line with Safeguarding Board updates. - Included the consultation process led by the National Steering Group for LPS. - Strengthened content for Domestic Abuse. - Added content relating to the Marriage and Civil Partnership (Minimum Age) Act 2022.		13.06.2023	July 2024

1. 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 12 for details.

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

This policy sets out how the school's governing body/trustees 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 governing body, 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** using CPOMS.
- ensure every member of staff, paid and unpaid, and members of the governing body know what the contingency arrangements are for when the designated safeguarding lead is not available (contact DDSL's – Principal or 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:

Customer Services (9.00am to 5.00pm Monday to Friday) Telephone 0345 045 5202 Email: referral.centre-adults@cambridgeshire.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](#) .

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

2. 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.

3. 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?

The Care Act 2014 makes it clear that **abuse of adults links to circumstances rather than the characteristics of the people experiencing the harm**. Labelling groups of people as inherently 'vulnerable' is seen to be disempowering. 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.

4. 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).

5. 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

6. 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>I make choices about my life and wellbeing. I was asked what I wanted to happen</i>
Prevention	Taking action before harm occurs	<i>I was given good information on how to choose a reputable tradesperson/I feel safe online</i>
Proportionality	The least intrusive response, appropriate to the risk presented	<i>I was pleased with what happened. I was able to stay in my own home and supported in making new social relationships</i>

Protection	Support & representation for those at risk	<i>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</i>
Partnership	Local services working within their communities to play their role in preventing, detecting and reporting abuse	<i>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</i>
Accountability	Being accountable for what you do and what you don't do	<i>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</i>

7. 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

8. 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 Head Teacher, this should be reported to

the Chair of Governors/Trustees. 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.

9. 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.

10. The Domestic Abuse Act 2021

The Domestic Abuse Act 2021 applies to those aged 16 and over. The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including:

- physical,
- emotional
- economic abuse
- coercive and controlling behaviour.

Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act):

- married to each other
- civil partners of each other
- agreed to marry one another (whether or not the agreement has been terminated)
- entered into a civil partnership agreement (whether or not the agreement has been terminated)
- are or have been in an intimate personal relationship with each other
- have, or there has been a time when they each have had, a parental relationship in relation to the same child
- are relatives

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

School will refer any cases of domestic abuse in accordance with the Safeguarding Board's referral process.

11.0 Marriage and Civil Partnership (Minimum Age) Act 2022

The Marriage and Civil Partnership (Minimum Age) Act 2022 raises the age of marriage and civil partnership in England and Wales from 16 to 18, making it an offence to cause a child under the age of 18 to enter a marriage in any circumstances.

Legally, people with certain learning disabilities or severe mental health conditions are not able to consent to marriage, even if they feel the marriage is what they want.

Those found guilty of arranging child marriages face sentences of up to 7 years in prison.

School has a statutory responsibility to refer any suspected or actual cases to the police.

12. 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.

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

NB: At the time of writing, the Mental Capacity (Amendment) Act 2019 is still under consultation with the National LPS Steering Group.

Under the Mental Capacity (Amendment) Act 2019 it is proposed that Liberty Protection Safeguards (LPS) will replace Deprivation of Liberty Safeguards (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.

This school will move its response to the Mental Capacity (Amendment) Act 2019 as part of Local Authority Adult Safeguarding Partnership Board processes at the point consultation closes and further guidance for education settings is issued.

14. 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)

15. 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.

16. 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.

17. 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. This is CPOMS at The Centre School.

18. 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 safeguarding 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:

19. 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.

20. 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.

21. Other Linked Policies:

Behaviour Management and Anti-bullying Policy

Complaints Procedure

Health and Safety Policy

Information sharing protocols

On-line safety Policy

Positive Handling Policy

Recruitment, Selection and Disciplinary Procedures

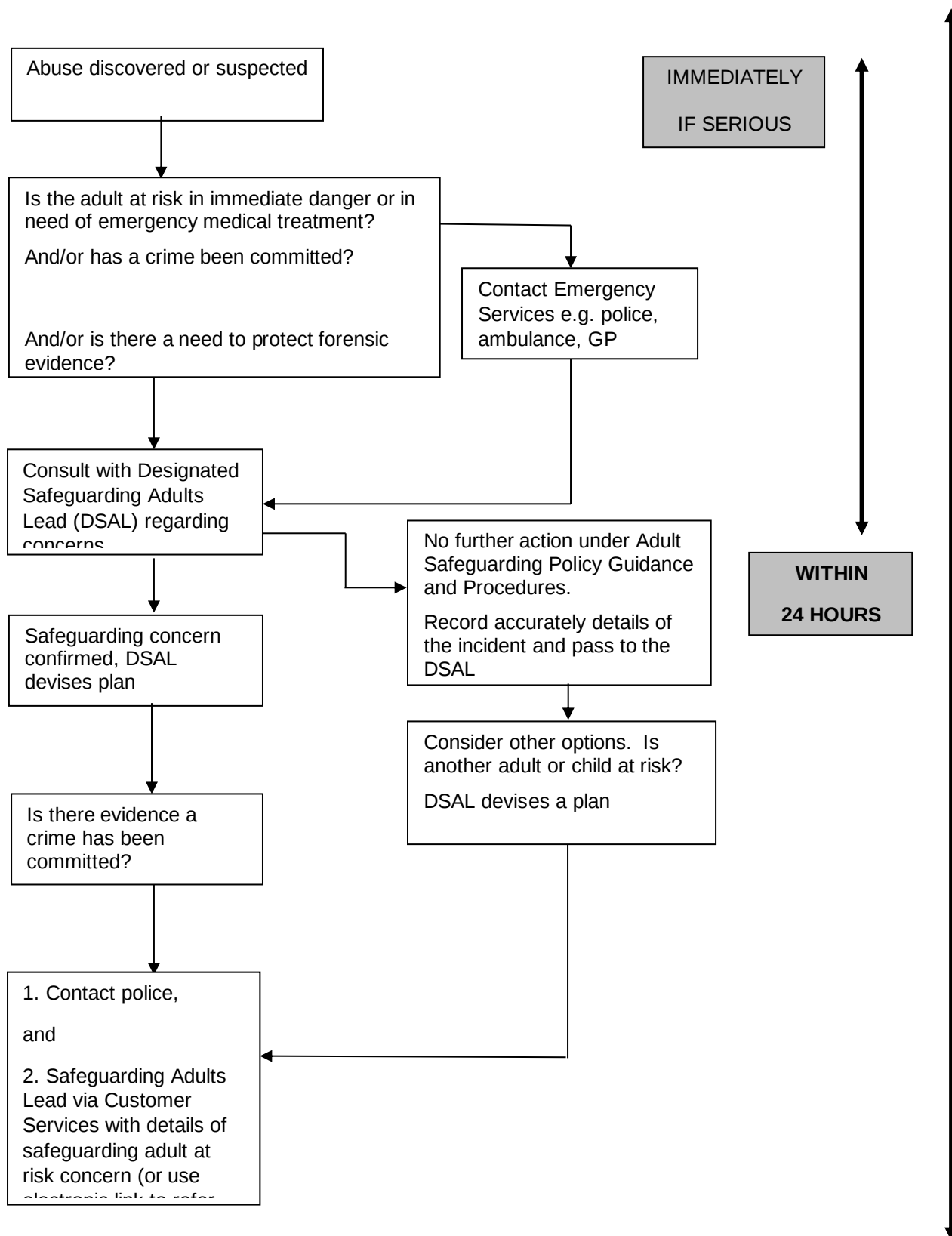
(Please add any other relevant policies)

22. 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 taken 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)



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,
- show 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: (9.00am – 5.00pm Monday to Friday)

Tel: 0345 045 5202

Email: referralcentre-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 someone is in immediate danger, please call 999.

Reporting Crimes to the Police

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

Cambridgeshire Constabulary website: [Home | Cambridgeshire Constabulary \(cambs.police.uk\)](http://Home|CambridgeshireConstabulary(cambs.police.uk))

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 \(protect-advice.org.uk\)](http://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:

[Safeguarding Adults Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](http://SafeguardingAdultsProcedures|CambridgeshireandPeterboroughSafeguardingPartnershipBoard(safeguardingcambspeterborough.org.uk))

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 Disability Cambridgeshire - Caring Together
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 VoiceAbility Advocacy and involvement
Learning Disabilities	
Mencap	Tel: 0808 808 1111 www.mencap.org.uk
Domestic Abuse Information	
IMPAKT Domestic Abuse Support Service (DASS)	Tel: 01234 307040 Domestic Abuse IMPAKT Housing & Support
National Domestic Violence Free phone 24-hour helpline	Tel: 0808 2000 247 www.nationaldomesticviolencehelpline.org.uk
Mankind Initiative	Tel: 01823 334244 www.mankind.org.uk
Men's Advice Line	Tel: 0808 8010 327 www.mensadviceline.org.uk
Refuge	Tel: 07787255821 Email: outreachcambridgeshire@refuge.org.uk
Women's Aid	Tel: 01223 460947 www.womensaid.org.uk
LGBTQ+	
Galop	Tel: 0800 999 5428 www.galop.org.uk

Prevent Action Plan & Risk Assessment – The Centre School

The Centre School recognises that it has a duty under Section 26 of the Counterterrorism and Security Act, 2015, in the exercise of its functions, to have due regard to the need to prevent people from being drawn into terrorism.



The Prevent Duty is seen as part of the schools and colleges wider safeguarding obligations. Designated Safeguarding Leads (and Deputies) and other senior leaders in schools should familiarise themselves with the revised [Prevent Duty Guidance: for England and Wales](#) especially paragraphs 57-76, which are specifically concerned with schools (and covers childcare). Designated Safeguarding Leads (and Deputies) and other senior leaders in colleges should familiarise themselves with the [Managing risk of radicalisation in your education setting - GOV.UK \(www.gov.uk\)](#) in addition to the [Prevent Duty guidance: for further education institutions in England and Wales](#). The Guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. *Keeping Children Safe in education 2023, pg 149-50*

Duty	Evidence	Action	By whom
Assess the risk of children being drawn into terrorism	Staff can demonstrate a general understanding of the risks affecting children and young people.	- All staff have read “Keeping Children Safe in Education” (DfE, 2023) Part One and Annex B. - All staff are aware of the definition of “Terrorism” as set out in Keeping Children Safe in Education, 2023, Annex B page 149. - The Prevent Lead has informed staff of their duties as set out in “Revised Prevent duty: for England and Wales” (Statutory Guidance, September 2023) with specific reference to paragraphs 57 – 76). www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales - Staff undertake periodic safeguarding assessments to check knowledge retention and understanding.	All staff Local Governance Committee Designated Safeguarding Lead/Prevent Lead
	Staff can identify individual children who may be at risk of radicalisation and	- The Prevent Lead has informed staff about signs and indicators of radicalisation including mechanisms enabling early identification of those susceptible to radicalisation (through calendared training, delivered annually). - Staff undertake periodic safeguarding assessments to check knowledge retention and understanding.	Designated Safeguarding Lead/Prevent Lead All staff

	how to support them.		
	There is a clear procedure in place for protecting children at risk of radicalisation.	• All staff have read the school's Safeguarding & Child Protection Policy which includes a statement regarding the school's "Prevent" duty. • All staff understand how to record and report concerns regarding risk of radicalisation. • Staff undertake periodic safeguarding assessments to check knowledge retention and understanding.	All staff Local Governance Committee All staff
	The school has identified a Prevent Lead.	• All staff know who the Prevent Lead is. Staff should understand that this person acts as a source of advice and support in relation to concerns around radicalisation.	All staff Local Governance Committee
Prohibit extremist speakers and events in the school.	The school exercises "due diligence" in relation to requests from external speakers and organisations using school premises.	Our response to such requests is to: • Request an outline of what the speaker intends to cover. • Research the person/organisation to establish whether they have demonstrated extreme views/actions. • Deny permission for people/organisations to use school premises if they have links to extreme groups or movements. • Provide justification for the decisions in writing.	Designated Safeguarding Lead/Prevent Lead/Principal
Working in Partnership			
The school uses existing safeguarding arrangements in exercising its Prevent duty.	Staff record and report concerns in line with existing policies and procedures.	• All staff record and report concern using the school's usual recording system (CPOMS). • Records of referrals are uploaded to CPOMS.	All staff

Referrals are made to relevant agencies where a Prevent concern is identified.	The Prevent Lead makes appropriate referrals to other agencies including Childrens Social Care and Channel Panel.	- Advice may be sought regarding Prevent concerns by calling Cambridgeshire Police on 101 and selecting extension 2596 or 2595 or by email: Prevent@cambs.pnn.police.uk - Referrals should be made to the contact centre using the Cambridgeshire the online referral form found on the Cambridgeshire and Peterborough Safeguarding Children Partnership Board website. If staff have a concern that a child or young person is at risk of illegal extremist activity they should still complete the Cambridgeshire & Peterborough Safeguarding Children Referral Form. The form will ask staff to identify this concern as "Prevent (Violent Extremism)" https://www.safeguardingcambspeterborough.org.uk/concerned/professionals-reporting-a-concern/ - Further guidance regarding Making a Prevent referral is available https://www.gov.uk/guidance/making-a-referral-to-prevent#preparing-a-prevent-referral updated 7 September 2023 - The Prevent Lead supports the Channel process by sharing information and carrying out agreed actions as directed either by Channel Panel or local Prevent Officers.	Designated Safeguarding Lead/Prevent Lead
Staff training			
Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas.	Assess the training needs of staff in the light of the school's assessment of the risk to pupils at the school of being drawn into terrorism.	As a minimum the school should: - Ensure that the Designated Safeguarding Lead or nominated member of the Safeguarding Team undertakes Prevent Lead Training, available on request via the Education Safeguarding Team. ECPS.General@cambridgeshire.gov.uk - Ensure that the Designated Safeguarding Lead is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation. - Staff are signposted to the Home Office on-line training. https://www.gov.uk/guidance/prevent-duty-training (latest update 25 July 2023) - Further training is detailed within KCSiE 2023 page 15.	Designated Safeguarding Lead/Prevent Lead
IT Policies			
Ensure that children are safe	The school has policies in place	Relevant policies are in place and embedded, including: Online safety policy	Designated Safeguarding

from terrorist and extremist material when accessing the internet in schools	which make reference to the "Prevent" duty.	- Acceptable use policy - Anti-bullying policy To support schools meet the duty placed on them the Department of Education have published a document; Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)	Lead/Prevent Lead/Principal/Local Governance Committee
	Children are taught about online safety with specific reference to the risk of radicalisation.	- The Personal Development curriculum explicitly reflects this duty. - Online safety messages are reinforced through the academic and technical/vocational curriculum as appropriate.	PHSE Lead/Designated Safeguarding Lead/Prevent Lead
Building children's resilience to radicalisation			
Ensure that pupils have a "safe environment" in which to discuss "controversial issues".	Pupils develop "the knowledge, skills and understanding to prepare them to play a full and active part in society".	- Through PSHE/Citizenship, and other curriculum activities, pupils are able to explore political, religious and social issues. - Pupils are taught about the diverse national, regional and ethnic identities in the UK and the need for mutual respect. - Staff are aware of the Website "Educate Against the Hate" https://educateagainsthate.com/ - Relevant staff are aware of the government guidance: https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published/	Designated Safeguarding Lead/Prevent Lead/PSHE staff. Other relevant staff

Date of next Review: **January 2025**



Supporting Pupils with Medical Conditions Policy 2022-25

Date	February 2024
Written by	Astrea Inclusion Team
Review Date	July 2025, for implementation from September 2025

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1. Introduction and Legislative Compliance

1.1. This policy is written in line with the requirements of:

- Children and Families Act 2014, section 100
- Supporting pupils at school with medical conditions: statutory guidance for governing bodies of maintained schools and proprietors of academies in England, DfE (updated December 2015)
- Mental Health and Behaviour in schools: departmental advice for school staff, DfE (updated March 2016)
- The Special Educational Needs and Disability regulations 2014
- The Equality Act 2010
- School admissions code: statutory guidance for admission authorities, governing bodies, local authorities, schools adjudicators and admission appeals panels, DfE (updated December 2014)

1.2. Some children with medical conditions may be considered to be disabled under the definition set out in the [Equality Act \(2010\)](#); where this is the case, all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.

1.3. Some may also have special educational needs (SEN) and may have a statement or Education, Health and Care Plan (EHCP); where this is the case all schools in England **must** have regard to the [Code of Practice \(2015\)](#) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN or disabilities in light of the guidance set out.

1.4. Therefore, this policy should be read in conjunction with the following Trust-wide and The Centre School policies: Inclusion policy, SEND Information Report, Safeguarding Policy, Off-Site Visits Policy, Complaints Policy.

2. Equality and Inclusion

2.1. All learners should be equally valued in school. The Equality and Human Rights Commission (EHRC) states that “avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life. In addition, in England, equality and diversity are specified factors that must be taken into account in Ofsted inspections.

2.2. Schools also have wider duties to prevent discrimination, to promote equality and to foster good relations for “an equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people’s different needs, situations and goals and removes the barriers that limit what people can do and can be.” (EHRC, 2014)

3. Definition of Medical Conditions

3.1. Pupils’ medical needs may be broadly summarised as being of two types:

3.1.1. **Short-term** affecting their participation at school because they are on a course of medication

3.1.2. **Long-term** potentially limiting access to education and requiring on-going support, medicines or care while at school to help them to manage their condition and keep them well, including monitoring and intervention in emergency circumstances. It is important that parents feel confident that the school will provide effective support for their child's medical condition and that pupils feel safe.

4. Responsibilities of the Local Authority

4.1 Local Authorities are commissioners of school nurses for maintained schools and Academies. Under section 10 of the Children Act (2004) they have a duty to:

- Promote cooperation between relevant partners and stakeholders regarding supporting pupils with medical conditions
- Provide support, advice and guidance to Academies and their staff
- Make alternative arrangements for the education of pupils who need to be out of school for fifteen days or more due to a medical condition.

5. Responsibilities of the Board of Trustees

5.1 The Board of Trustees remains legally responsible and accountable for fulfilling their statutory duty for supporting pupils at school with medical conditions. Ensuring that the *Supporting Pupils with Medical Conditions* policy, as written, does not discriminate on any grounds including, but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

5.2 Handling complaints regarding this policy as outlined in the Trust's Complaints Policy.

5.3 Ensuring that all pupils with medical conditions are able to participate fully in all aspects of school life.

5.4 Ensuring that relevant training is delivered to staff members who take on responsibility to support children with medical conditions.

5.5 Guaranteeing that information and teaching support materials regarding supporting pupils with medical conditions are available to members of staff with responsibilities under this policy.

5.6 Keeping written records of any and all medicines administered to individual pupils and across the school population.

5.7 Ensuring the level of insurance in place reflects the level of risk.

6. Responsibilities of the Senior Leadership Team at The Centre School

6.1 The Principal is responsible for the day-to-day implementation of the *Supporting Pupils with Medical Conditions* policy and procedures of The Centre School.

6.2 This responsibility is delegated by the Principal to the Deputy or Vice Principal, and then to the Designated Safeguarding Lead (DSL) in the event of absence.

6.3 The Senior Leadership Team are collectively and individually responsible for:

- Ensuring the policy is developed effectively with partner agencies
- Making staff aware of this policy
- Liaising with healthcare professionals regarding the training required for staff
- Making staff who need to know, aware of a pupil's medical condition

- Developing Individual Healthcare Plans (IHCPs)
- Ensuring a sufficient number of trained members of staff are available to implement the policy and deliver IHCPs in normal, contingency and emergency situations
- If necessary, facilitating the recruitment of a member of staff for the purpose of delivering the promises made in this policy
- Ensuring the correct level of insurance is in place for teachers who support pupils in line with this policy
- Contacting the school nursing service in the case of any child who has a medical condition.

7. Responsibilities of Staff Members at The Centre School

7.1 Staff members are responsible for:

- Taking appropriate steps to support children with medical conditions
- Where necessary, making reasonable adjustments to include pupils with medical conditions into lessons
- Administering medication, if they have agreed to undertake that responsibility
- Undertaking training to achieve the necessary competency for supporting pupils with medical conditions, if they have agreed to undertake that responsibility
- Familiarising themselves with procedures detailing how to respond when they become aware that a pupil with a medical condition needs help
- The school does **not** have staff trained to administer injections.

8. Responsibilities of the School Nurse

8.1 School nurses are responsible for:

- Notifying individual Academies when a child has been identified with requiring support in school due to a medical condition
- Liaising locally with lead clinicians on appropriate support.

9. Responsibilities of Parents and Carers

9.1 Parents and carers are responsible for:

- Keeping The Centre School informed about any changes to their child / children's health
- Completing a *parental agreement for The Centre School to administer medicine* form before bringing medication into school
- Providing The Centre School with the medication their child requires and keeping it up-to-date
- Collecting any leftover medicine at the end of the course or year

- Discussing medications with their child / children prior to requesting that a staff member administers the medication
- Where necessary, developing an Individual Healthcare Plan (IHCP) for their child in collaboration with the Special Educational Needs and Disabilities Coordinator (SENDCO), other staff members and healthcare professionals.

10. Training of Staff:

- 10.1 Teachers and support staff will receive training on the *Supporting Pupils with Medical Conditions* policy as part of their induction.
- 10.2 Teachers and support staff will receive regular and ongoing training as part of their development.
- 10.3 No staff member may administer prescription medicines or undertake any healthcare procedures without undergoing training specific to the responsibility, including administering.
- 10.4 No staff member may administer drugs by injection unless they have received training in this responsibility.
- 10.5 The Designated Safeguarding Lead at The Centre School will be responsible for the upkeep of records of all training undertaken and a list of teachers qualified to undertake responsibilities under this policy.

11. The Role of the Pupil

- 11.1 If after discussion with the parent / carer, it is agreed that the pupil is competent to manage his/her own medication, s/he will be encouraged to do so. This will be reflected in their Individual Healthcare Plan (IHCP).
- 11.2 Where possible, pupils will be allowed to carry their own medicines and devices. Where this is not possible, their medicines will be located in an easily accessible location; the medical cabinet in the photocopier room.
- 11.3 If pupils refuse to take medication or to carry out a necessary procedure, parents will be informed so that alternative options can be explored.
- 11.4 Where appropriate, and if able, pupils will be encouraged to take their own medication.

12. Individual Healthcare Plans (IHCPs)

- 12.1 Where necessary, an Individual Healthcare Plan (IHCP) will be developed in collaboration with the pupil, parents / carers, Principal, SENDCO and medical professionals.
- 12.2 IHCPs will be easily accessible whilst preserving confidentiality.
- 12.3 IHCPs will be reviewed at least annually or when a pupil's medical circumstances change, whichever is sooner.
- 12.4 Where a pupil has an Education, Health and Care Plan (EHCP) or special needs statement, the IHCP will be linked to it or become part of it.
- 12.5 Where a pupil is returning from a period of hospital education or alternative provision or home tuition, The Centre School will work with the Local Authority and education provider to ensure that the IHCP identifies the support the pupil needs to reintegrate.

13. Medicines

13.1 Medicines should only be administered at school when it would be detrimental to a pupil's health or attendance not to do so.

13.2 Where possible, it is preferable for medicines to be prescribed in frequencies that allow the pupil to take them outside of school hours.

13.3 If this is not possible, prior to staff members administering any medication, the parents / carers of the child must complete and sign a *parental agreement for The Centre School to administer medicine* form.

13.4 No child will be given any prescription or non-prescription medicines without written parental consent except in exceptional circumstances.

13.4 Where a pupil is prescribed medication without their parents' / carers' knowledge, (for those in Secondary or Post-16 education) every effort will be made to encourage the pupil to involve their parents whilst respecting their right to confidentiality.

13.5 No child under 16 years of age will be given medication containing aspirin without a doctor's prescription.

13.6 Medicines MUST be in date, labelled, and provided in the original container (except in the case of insulin which may come in a pen or pump) with dosage instructions. Medicines which do not meet these criteria will not be administered.

13.7 A maximum of four weeks supply of the medication may be provided to The Centre School at one time.

13.8 Controlled drugs may only be taken on The Centre School premises by the individual to whom they have been prescribed. Passing such drugs to others is an offence which will be dealt with under the Trusts' *Drug and Alcohol* policy.

13.9 Medications will be stored in the medical cabinet in the photocopier room.

13.10 Any medications left over at the end of the course will be returned to the pupil's parents or disposed of at a pharmacy with parental permission.

13.11 Written records will be kept of any medication administered to pupils.

13.12 Pupils will never be prevented from accessing their medication.

13.13 The Centre School where the pupil attends and the Trust cannot be held responsible for any side effects which may occur when medication is taken correctly.

14. Emergencies

14.1 Medical emergencies will be dealt with under The Centre School's emergency procedures.

14.2 Where an Individual Healthcare Plan (IHCP) is in place, it should detail:

- What constitutes an emergency
- What to do in an emergency

14.3 Pupils will be informed in general terms of what to do in an emergency, such as telling a teacher.

14.4 If a pupil needs to be taken to hospital, a member of staff will remain with the child until their parents / carers arrive.

15. Day Trips, Residential Visits and Sporting Activities

15.1 All pupils with medical conditions will be actively supported to participate in day trips, residential visits and sporting activities by being flexible and making reasonable adjustments; unless there is evidence from a clinician such as a GP that this is not possible.

15.2 The Centre School will always conduct a risk assessment so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions can be included safely. This will involve consultation with parents / carers and relevant healthcare professionals and will be informed by Health and Safety Executive (HSE) guidance on school trips.

16. Other Issues for Consideration

16.1 Where a pupil uses home-to-school transport arranged by the Local Authority and they also have a medical condition which is life-threatening, the pupil's Individual Healthcare Plan (IHCP) will be shared with the Local Authority.

16.3 Where appropriate, and in accordance with [Department of Health guidance](#) (2014), governing bodies at each Academy may choose to hold asthma inhalers on site for emergency use. The Centre School only holds asthma inhalers for those students where it is prescribed.

17. Avoiding Unacceptable Practice

17.1 The Trust and staff at The Centre School understand that the following behaviour is unacceptable:

- Assuming that pupils with the same condition require the same treatment
- Ignoring the views of the pupil and/or their parents / carers
- Ignoring medical advice or opinion
- Sending pupils home frequently or preventing them from taking part in activities at The Centre School
- Sending pupils to the medical room or The Centre School Office alone if they become ill
- Penalising pupils with medical conditions for their attendance record where the absences relate to their condition
- Making parents / carers feel obliged or forcing parents / carers to attend The Centre School to administer medication or provide medical support, including toilet issues
- Creating barriers to pupils participating in The Centre School life, including school trips
- Refusing to allow pupils to eat, drink or use the toilet when they need to in order to manage their condition.

18. Liability and Indemnity

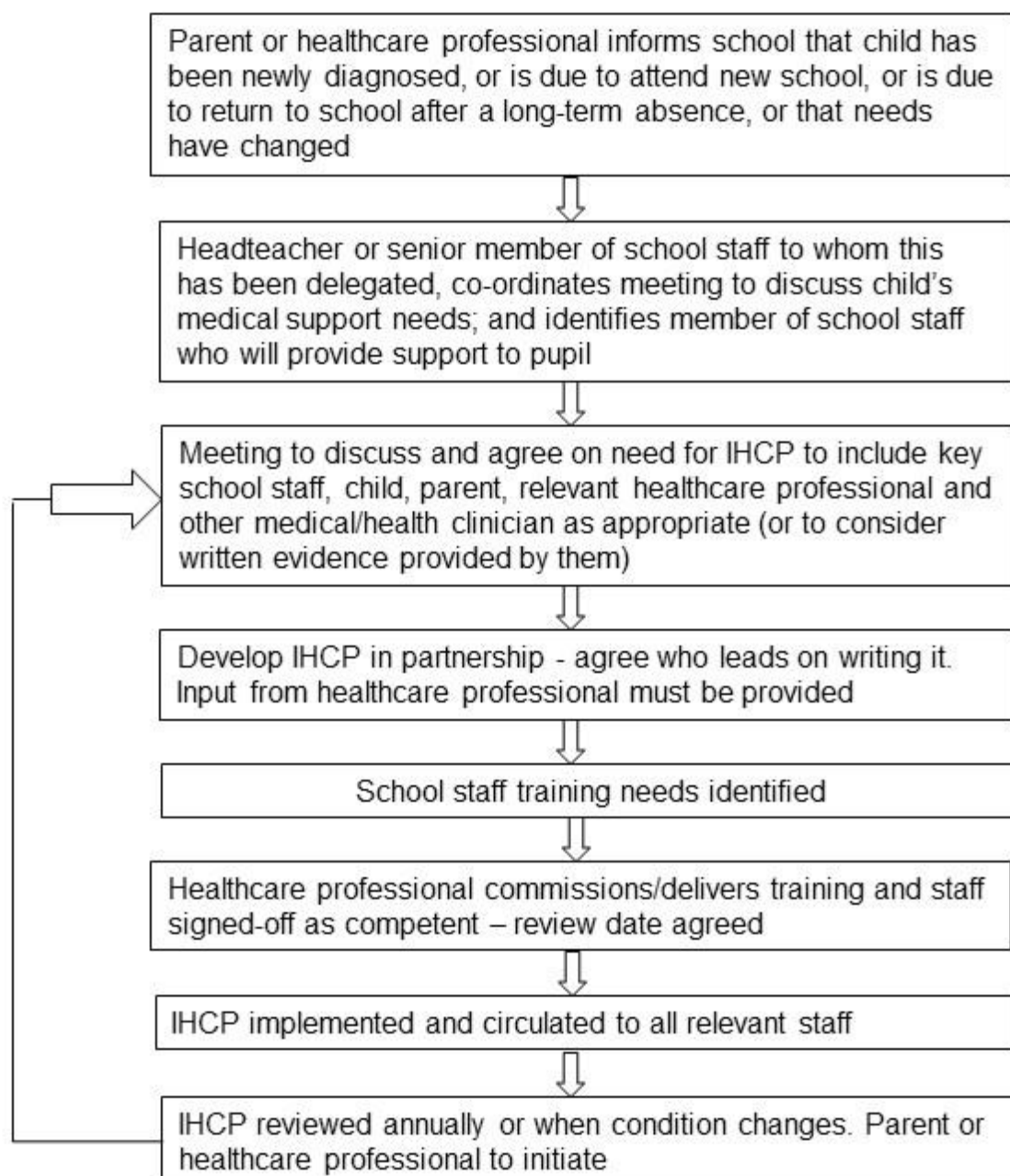
18.1 Teachers who undertake responsibilities within this policy are covered by The Centre School's insurance in which they are employed.

18.2 Full written insurance policy documents are available to be viewed by members of staff who are providing support to pupils with medical conditions. Those who wish to see the documents should contact the Principal of The Centre School in which they are employed, in the first instance.

19. Complaints

19.1 The details of how to make a complaint can be found in the Complaints Policy held on the Astrea website.

Annex A: Model Process for Developing Individual Healthcare Plans



Template A: individual healthcare plan

The Centre School Individual Healthcare Plan

Students name	
Date of Birth	
Address	
Medical Diagnosis/Condition	
Date	
Review date	
Family Contacts	
Name	
Relationship to student	
Contact numbers	
Name	
Relationship to student	
Contact numbers	
Medical Contacts	
Name	
Role	
Contact numbers	
Name	
Role	
Contact numbers	

Describe medical needs and give details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc

Name of medication, dose, method of administration, when to be taken, side effects, contraindications, administered by/self-administered with/without supervision

Daily care requirements

Specific support for the pupil's educational, social and emotional needs

Arrangements for school visits/trips etc

Other information

Describe what constitutes an emergency, and the action to take if this occurs

Who is responsible in an emergency (*state if different for off-site activities*)

Plan developed with

--

Staff training needed/undertaken – who, what, when

--

Form copied to

--

Template B: parental agreement for setting to administer medicine

Parental agreement for school/setting to administer medicine

The Centre School will not give your child medicine unless you complete and sign this form.
This agreement will be reviewed annually at the September parent/carer visit.

Name of school/setting	
Name of child	
Date of birth	
Medical condition or illness	

Medicine

Name/type of medicine (as described on the container)	
Dosage and method	
Timing	
Special precautions	

Are there any side effects that The Centre School needs to know about?	
Self-administration	Yes/No (delete as appropriate)
Procedures to take in an emergency	

Contact Details

Name	
Daytime telephone No.	
Relationship to child	
Address	
I understand that medication must be handed to a member of The Centre School staff.	

I accept that this is a service that The Centre School is not obliged to undertake.
It is the responsibility of parent/carers to notify The Centre School of any changes to medication in writing.
The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to
The Centre School to administer medicine in accordance with The Centre School Supporting Pupils with
Medical Conditions Policy.

Signature..... Date.....

Template C: record of medicine administered to all children

THE CENTRE SCHOOL – RECORD OF MEDICATION ADMINISTERED

MEDICATION – PARACETAMOL

Date	Time	Name of student	Reason	Dose given	Permission on Arbor y/n	Verbal permission obtained	Signature of staff	Print name

No Paracetamol to be administered before 12noon without verbal parental permission.

Template D: record of medication administered to an individual child

THE CENTRE SCHOOL – RECORD OF MEDICATION ADMINISTERED

PUPIL NAME:

MEDICATION TYPE:

Date	Time	Name of Medication	Starting amount of medication	Dose given	Amount carried forward	Any reactions	Signature of staff	Print name

Template E: Record of medication received

THE CENTRE SCHOOL - RECORD OF MEDICATION RECEIVED

PUPIL NAME:

MEDICATION RECEIVED

Date medication received by school	
Name and strength of medication	
Quantity received	
Expiry date	
Medical condition that medication required for	
Staff signature	

MEDICATION RECEIVED

Date medication received by school	
Name and strength of medication	
Quantity received	
Expiry date	
Medical condition that medication required for	
Staff signature	

Template F: Record of medication returned/disposed

THE CENTRE SCHOOL – RECORD OF MEDICATION RETURNED/DISPOSED

PUPIL NAME:

MEDICATION RETURNED/DISPOSED

Name and strength of medication	
Quantity returned/disposed	
Method of returning/disposal of medication	
Date of return/disposal	
Staff signature	

MEDICATION RETURNED/DISPOSED

Name and strength of medication	
Quantity returned/disposed	
Method of returning/disposal of medication	
Date of return/disposal	
Staff signature	

Template G: contacting emergency services

Request an ambulance - dial 999, ask for an ambulance and be ready with the information below.

Speak clearly and slowly and be ready to repeat information if asked.

1. your telephone number
2. your name
3. your location as follows [insert school/setting address]
4. state what the postcode is – please note that postcodes for satellite navigation systems may differ from the postal code

5. provide the exact location of the patient within the school setting
6. provide the name of the child and a brief description of their symptoms
7. inform Ambulance Control of the best entrance to use and state that the crew will be met and taken to the patient
8. put a completed copy of this form by the phone

Template H: model letter inviting parents to contribute to individual healthcare plan development

Dear Parent

DEVELOPING AN INDIVIDUAL HEALTHCARE PLAN FOR YOUR CHILD

Thank you for informing us of your child's medical condition. I enclose a copy of the school's policy for supporting pupils at school with medical conditions for your information.

A central requirement of the policy is for an individual healthcare plan to be prepared, setting out what support each pupil needs and how this will be provided. Individual healthcare plans are developed in partnership between the school, parents, pupils, and the relevant healthcare professional who can advise on your child's case. The aim is to ensure that we know how to support your child effectively and to provide clarity about what needs to be done, when and by whom. Although individual healthcare plans are likely to be helpful in the majority of cases, it is possible that not all children will require one. We will need to make judgements about how your child's medical condition impacts on their ability to participate fully in school life, and the level of detail within plans will depend on the complexity of their condition and the degree of support needed.

A meeting to start the process of developing your child's individual health care plan has been scheduled for xx/xx/xx. I hope that this is convenient for you and would be grateful if you could confirm whether you are able to attend. The meeting will involve [the following people]. Please let us know if you would like us to invite another medical

practitioner, healthcare professional or specialist and provide any other evidence you would like us to consider at the meeting as soon as possible.

If you are unable to attend, it would be helpful if you could complete the attached individual healthcare plan template and return it, together with any relevant evidence, for consideration at the meeting. I [or another member of staff involved in plan development or pupil support] would be happy for you contact me [them] by email or to speak by phone if this would be helpful.

Yours sincerely