



Safeguarding at The Pingle Academy

Annexe to de Ferrers Trust Policy

The Derbyshire Safeguarding and Child Protection Policy can be accessed using this link:

https://thepingleschool-my.sharepoint.com/:b:/g/personal/fiona_harvey_pingle_derbyshire_sch_uk/Eb0yeLrFngBBh66nDefbEMBdiRQYacIUxxGurPbIfLgdQ?e=qkceNL

Key roles and responsibilities:

Role	Name	Contact details
Principal: Responsible for ensuring policies and procedures are implemented, allocating resources and giving support to the safeguarding team and dealing with allegations against staff.	Vivien Sharples	01283 216837 vsharples.pingle@deferrerstrust.com
Designated Safeguarding Lead (DSL): Responsible for providing advice, training and support to all staff, liaising with the Local Authority and working with other agencies as appropriate. Managing and monitoring referrals and escalating to Social Care as necessary.	Simon Waller	01283 216837 swaller.pingle@deferrerstrust.com
Deputy Designated Safeguarding Lead (DDSL): Responsible for supporting the DSL.	Mary Hall Mark Hurst Stella Hughes Emma Goodwin	01283 216837 mhall.pingle@deferrerstrust.com 01283 216837 mhurst.pingle@deferrerstrust.com 01283 216837 firstaid.pingle@deferrerstrust.com 01283 216837 egoodwin.pingle@deferrerstrust.com
Deputy Designated Safeguarding Leader & Head of ERS: Acts as a Deputy DSL. Provides advice, liaison and support for all academy staff and other agencies working with students with Special Educational Needs and their parents/carers.	Louise Harling	01283 216837 rharling.pingle@deferrerstrust.com
Designated Teacher for Looked After Children	Simon Waller	01283 216837 swaller.pingle@deferrerstrust.com
Online Safety: Develops and maintains an online safety culture within the academy	James Done	01283 216837 jdone.pingle@deferrerstrust.com
Single Centre Record (SCR): Collation and management	Fiona Harvey	01283 216837 fharvey.pingle@deferrerstrust.com

Safeguarding Governor: Ensures there are appropriate safeguarding policies and procedures in place, monitors whether they are followed and, together with the rest of the Governing Body, ensures deficiencies and weaknesses are identified and followed up. Is available for staff to refer to if they have concerns about the Principal. Monitors the DCC audit and implementation of the resulting action plan.	Jo Astley	jastley@deferrerstrust.com
Chair of Board of Trustees: Takes the lead in dealing with allegations of abuse made against the Principal in liaison with the Local Authority.	Claire Shaw	cshaw@deferrerstrust.com
Trustee with responsibility for safeguarding	Amy Smith	asmith@deferrerstrust.com
Child Protection Manager, Derbyshire County Council: Provides updates, information and advice.	Debbie Peacock	01629 531079 debbie.peacock@derbyshire.gov.uk
Child Protection Manager, LADO: Takes referrals from the Principal and provides advice as required.	Miles Dent	01629 531940 miles.dent@derbyshire.gov.uk

Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
Does the academy have a policy?	Yes	On website
Does the academy work with outside agencies on radicalisation and extremism, e.g. Channel?	Yes	Police Social Care Prevent Team
Have staff received appropriate training?	Yes	Prevent online training
Has the academy got a trained Prevent lead?	Yes	DSL
Do staff know who to discuss concerns with?	Yes	DSL
Is suitable filtering of the internet in place?	Yes	Smoothwall Netsweeper
Do children know who to talk to about their concerns?	Yes	DSL/DDSL
Are there opportunities for children to learn about radicalisation and extremism?	Yes	PSHE/assembly programmes
Have any cases been reported?	Yes	MyConcern
Are individual students risk assessed?	Yes	MyConcern

What factors make the academy community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some students/parents/carers.)	None we are aware of	
<p>Comment on the academy's community, locality and relevant history.</p> <p>The Pingle Academy is at the heart of the Swadlincote Community. We have strong links with the Safer Neighbourhood Team, PCSOs, Vulnerable Young Persons Panel.</p>		
Risk evaluation	Low	Way Forward

Updated: 21 July 2020

Contextual Safeguarding

The contextual safeguarding concerns at The Pingle Academy have been highlighted as Children at Risk of Sexual Exploitation (CRE), knife crime, drug use, mental health and wellbeing. As a result of the heightened risk in these areas, students have an intensive PSHE programme around these subjects with speakers, as appropriate.

Early Help Service

Derbyshire Local Authority who provided the Early Help support via a MAT, took the decision to review its practices and withdraw the early help offer, in turn requiring local schools/academies to resource and provide their own early help. The Pingle Academy Early Help service developed from this point over a whole academic year, with a great deal of research and training going into the development of the service.

Children/young people and their families may experience a range of needs at different times in their lives. All children and young people require access to high quality universal services, but some also benefit from targeted support to address additional needs, which relate to education, health, social welfare, or other issues.

The structured team and support workers meet local need through integrated and streamlined working practices and deliver cost effective, sustainable services. The team is based at The Pingle Academy and the service users are at the heart of planning and delivery.

The team has the following objectives:

- To provide a high quality service to the families and service users, developing an effective and integrated workforce to respond quickly and to work proactively.
- To reduce duplication and bureaucracy.
- To provide flexible services.
- To enable more effective early intervention and preventative approaches.

The service started in September 2019 with one Family Support Worker. Word soon spread regarding the targeted work completed with the children young people and their families. We started to receive requests from other academies/schools to join the service.

As of the 1 April 2019, 10 further schools/academies joined the service, which enabled us to recruit two further Family Support Workers.

Across the Early Help Service, within 12 months, we have managed to secure diagnoses for 12 individual children (ASD, neurodevelopment needs or SEMH).

Since the middle of June, we have submitted a further 10 sets of paperwork to SPOA for further diagnosis. 10 children/ young people have been accepted by CAMHS, who have a very high threshold. We have supported parents/carers with their own needs such as mental health support, finance support, benefits and housing. We have also obtained 5 full EHCPs as well as being granted several GRIP applications. We currently have a case load of 54 families, who are receiving targeted support based around a full assessment of their needs. Throughout the duration of the service we have supported over 115 families.

We have made links with the CVS service, who provide training and access to food banks, which a large majority of the families access. We work closely with CAMHS and Social Care to provide the right level of support targeted at the needs of the families. We have also developed close links with the Community Paediatrician, Clinical Psychologist, school nurses, GP surgeries, Neuro Developmental Nurse and Speech and Language Therapist, along with other organisations such Trident Reach and other charities.

This is amazing work and life changing for all those involved. It also means that these children will be better equipped to reach their full potential.

The service has also delivered three separate six week parenting courses, inviting parents/carers who have been part of the service or to prevent them becoming involved in the service. These courses have been highly successful with fantastic parent/carer reviews.

We have also delivered Mental Health First Aid training, which again has been extremely successful. There are 10 trained at The Pingle Academy as well as primary staff.

We also provided youth activities during the summer break for targeted children and young people who have been and are part of the service. This included breakfast mornings, craft days, film sessions and drop in sessions. All were attended well and again feedback from participants and parents/carers was excellent.

Future plans are to develop a training programme which could be delivered to staff within the academies whilst also offered to other schools/academies.

We also wish to develop further links with other agencies and charities who could provide more targeted support for children/young people and their families.

We are developing along with Action for Children, an emotional wellbeing group for 14 to 16 year olds. Specialised services around domestic violence and relationships work with groups of vulnerable students and families in and out of the academy environment and we aim to build on this service. We are looking at developing a healthy eating course (HENRY), based around nutrition and routines.

Further information from Mark Hurst, Head of Family Services email: mhurst.pingle@deferrerstrust.com



How the academy promotes and instils positive mental health and wellbeing whilst developing students' resilience

Promoting good mental health and wellbeing is showcased through our leadership and management, who support and champion efforts to promote emotional health, resilience and wellbeing, through six statements, which then lead into the development of resources, working partnerships, curriculum improvements and community links.

All staff receive appropriate training and are aware that mental health problems can, in some cases, be an indicator that a child has suffered, or is at risk of neglect. Whilst staff are not trained to diagnose mental health conditions or issues, they are equipped with the skills to notice behaviours that might be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they are required to raise the issue using the 'My Concern' reporting platform. If the matter is of an urgent nature, they will report directly to the DSL/DDSL and then follow this up using 'My Concern'.

Mark Hurst, Head of Family Services, is The Pingle Academy's mental health lead and is also a Deputy Designated Safeguarding Lead.

Statements:

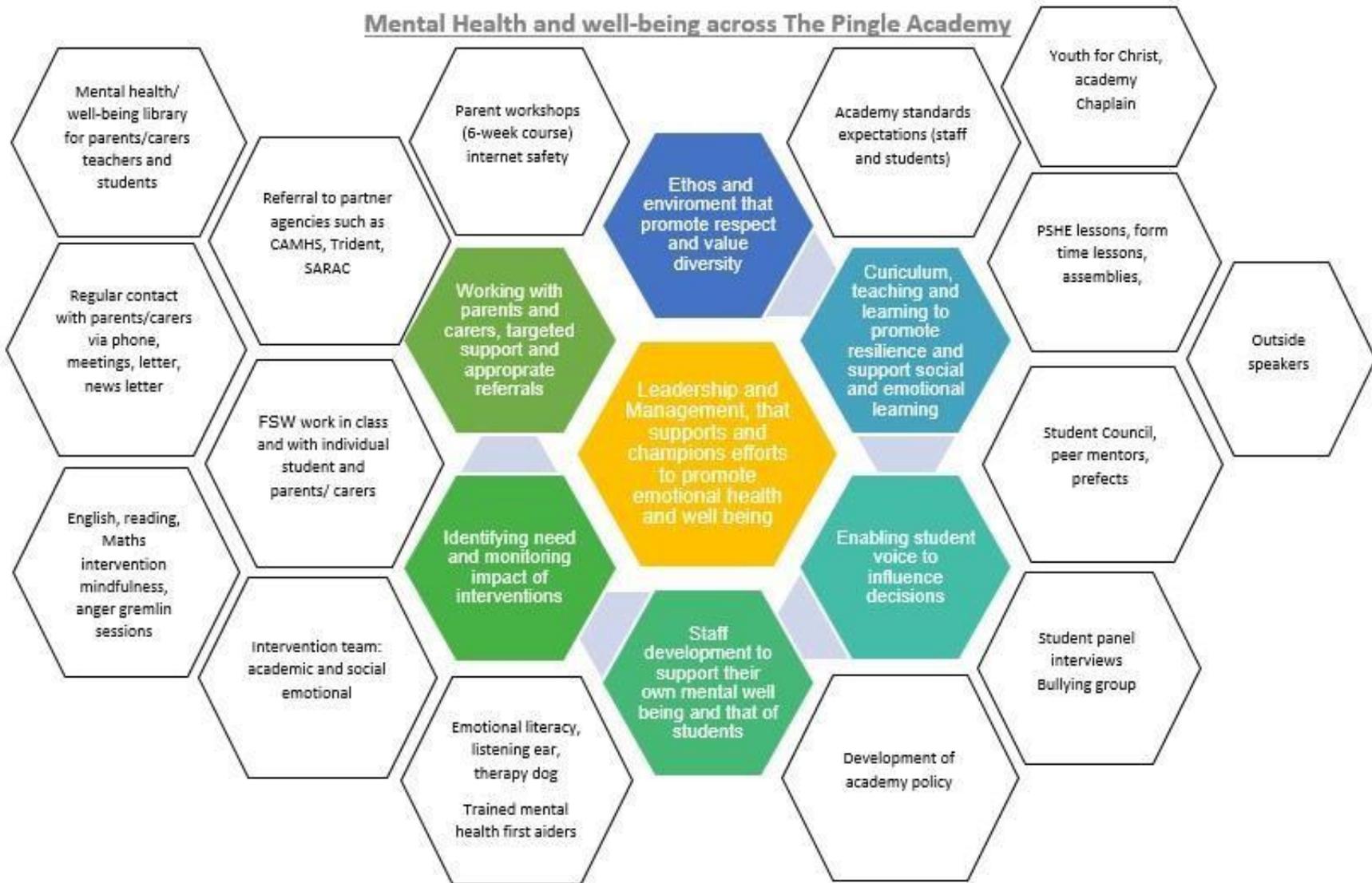
- 1) An ethos and environment that respects and values diversity:
 - Academy standards and expectations for teachers and students
 - Community links with Youth for Christ (who hold a prayer group weekly)
 - School Chaplain
 - Instilled sense of belonging and inclusivity through community, uniform, shared values
 - Welfare and wellbeing policy
 - Celebrating success and working towards goals
 - Curriculum based lessons on diversity, respect, values, in PSHE/RE
 - Outside speakers in assemblies and lessons
 - 12 individual staff trained in mental health first aid
- 2) Curriculum and teaching and learning to promote resilience and support social and emotional learning:
 - Inclusive PSHE lessons throughout the Key Stages
 - Form time activities developed to promote resilience
 - Outside speakers invited in to lessons and assemblies on a wide range of subjects
 - Workshops developed for students on safeguarding issues, welfare issues and environmental issues (Chelsea's choice)
- 3) Enabling student voice to influence decisions:
 - Peer mentors
 - Student duties
 - Student panel for all interviews of teachers and LSA
 - Anti-bullying group
 - Prefects
 - Students Leaders
 - Student voice through annual survey and regular snapshots

- 4) Staff development to support their own mental wellbeing and that of their students:
 - CPD
 - Mental health library
 - Development of Academy policies
 - Work life balance and staff welling strategies

- 5) Identifying need and monitoring interventions:
 - Intervention team, both academic and social/emotional
 - English, reading, Mathematics interventions
 - Mindfulness, Anger Gremlin Emotional Literacy interventions
 - Listening ear
 - Therapy dogs, Winston and Minnie

- 6) Working with parents and carers to target support and make appropriate referrals:
 - Referrals to partner agencies
 - Parent/carer workshops
 - Mental health library
 - Regular contact with parents and carers via phone and email □ Meetings with parents/carers

Mental Health and well-being across The Pingle Academy



Mental Health and well-being across The Pingle Academy

