

## 1. Introduction

As a Local Authority, Ofsted has judged Redbridge as 'Good' in relation to their Safeguarding practice, and therefore at Redbridge Alternative Provision (RAP) we have made the decision to adopt the Local Authority's Safeguarding Policy. That being said, at RAP we work with some of the most challenging young people across Redbridge and other boroughs, who have complex safeguarding and support needs. With this in mind at RAP we believe that simply adopting a good Safeguarding Policy is not enough. For many of our young people we are their last hope and we do everything in our power to go above and beyond what Ofsted and wider agencies consider to be good practice.

At RAP safeguarding is our main priority and forms the foundation of our work with each and every pupil. In addition to those provided in the authority's safeguarding policy we also have a range of additional interventions in place. Our overall aim is to develop an environment where young people feel loved, listened to and safe.

## 2. New Pupils

Initial interview with Parents/Carers

Before meeting any new pupil at RAP, information is gathered from previous schools, Local Authorities and Social Care. The initial interview takes place with Parents/Carers and any other relevant professionals including Virtual Heads, Social Care workers and the Youth Offending Service.

Meeting with key staff

Over the course of a pupils first week at RAP, they will have the opportunity to meet key staff such as the Pastoral Lead, Therapist, Safeguarding Co-ordinator. The purpose of these meetings is to have a further discussion with the pupil without other professionals present with the aim of gaining a deeper understanding of their family background, mind-set and potential support needs.

Risk assessment (RA)

On arrival a comprehensive risk assessment is completed for each pupil that takes into account the potential risks they may present and puts in place a range of measures to minimise these. RAs are re-assessed regularly to take account of the changing risks presented by our pupils.

## 3. Supporting Pupils

The school's curriculum and pastoral systems are designed to foster the emotional, moral, social and cultural development of all our pupils. Staff play a vital role in this process,

helping to ensure that pupils can relate well to one another and feel safe and comfortable within the school. Staff promote awareness amongst our pupils on issues relating to health, safety and well-being. Staff have an important role in monitoring that pupils always adhere to the standards of behaviour set out in our Behaviour Management Policy and in enforcing our Anti-Bullying and Anti-Racism Policy.

Time is allocated in PSHE lessons to discussions on appropriate behaviour. Assemblies and RE lessons are used to promote tolerance, mutual respect and understanding. Safe practices in relation to reducing risky behaviour, including online behaviour, are embedded in the PSHE and Relationships & Sex Education in line with the Government statutory guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education.

#### **4. Supporting Parents/Carers**

RAP offer a Parents/Carers support group which delivers information on safety online and safety in the community as part of a series of workshops.

School offers 1-1 session to Parents/Carers to help support them in making good choices in putting safe boundaries in place for their child. Sessions can also address strategies for the safe and appropriate management of a child with challenging behaviour.

Referrals can be made if there are concerns about the Parent/Carer/child relationship. Parents/Carers can ask for help and support from agencies through the school referral system.

#### **5. Staff Training**

##### **Team-Teach**

All staff are provided annual team-teach training which equips them with skills in positive handling to defuse challenging situations before they escalate.

##### **Safeguarding**

Annually, all staff complete Level 1 Safeguarding training with several having completed Level 2 and Level 3 training. All staff are given directed time to regularly review the latest copy of 'Keeping Children Safe in Education' and have signed to confirm their understanding of this important document.

##### **Prevent Training**

All staff have completed a Prevent training awareness course and are in receipt of documentation to evidence their awareness and understanding.

## **Induction**

All new staff meet with the Designated Safeguarding Lead whereby they receive their Safeguarding training. The Deputy Headteacher also meets with new staff to ensure a comprehensive induction programme and ensures support is put in place. As safeguarding is such an integral element at RAP it is constantly reviewed through regular staff briefings.

## **6. Building**

### **CCTV**

We have CCTV installed across the whole of RAP enabling comprehensive investigations to be carried out if any concerns are raised. Due to the nature of our pupils and the small group setting at RAP, CCTV safeguards both pupils and staff.

### **Security doors**

RAP is fully secured externally and internally with electric gates and an intercom entry system, secure internal doors to classrooms.

## **7. Procedures**

### **Student Arrivals**

On entry to RAP each day, every pupil hands-in their personal belongings, including mobile phones. This prevents the use of social media when in school and enables pupils to focus on their learning. All pupils are then searched using a hand-held metal detector before entering the building.

### **Monitoring potentially hazardous equipment.**

All equipment used at RAP, which has the potential to cause harm, such as knives for Food Technology etc is locked away, counted out and in each time in order to minimise the risk of misuse.

### **Visitor's Sign in**

All visitors are required to sign in using the electronic Inventory system within reception and present a copy of their DBS with two forms of ID to the school office. Failure to do so means that a red lanyard is provided to the visitor rather than a green lanyard - indicating they are not be unaccompanied whilst in the building.

### **Single Central Record (SCR)**

The SCR is updated with all new staff and is checked and signed off monthly by the Headteacher.

### **ID cards**

All staff members are required to wear an identifying lanyard at all times whilst working at RAP.

### Sharing of Information

There is a staff briefing every morning and de-brief each afternoon, whereby a standing item on the agenda is sharing information on individual pupils and their cases on a need-to-know basis.

### Regular check-ins

Based on the ever-changing circumstances of the young people that attend RAP, the Pastoral Lead along with the wider Senior Leadership Team conduct regular check-in sessions ensuring the appropriate support packages are in place to provide our most vulnerable pupils - who may be experiencing unsettlement in the personal lives - the help they need.

## **6. Pupil, Parent and Staff Views**

### Pupil surveys

Pupils complete a survey every term at whereby they have the opportunity to share their views on a diverse range of topics including safety and wellbeing.

### Parent/Carer surveys

Parents/Carers are invited to complete a survey every year.

### Staff surveys

Staff surveys are also completed every year.

## **7. Additional support**

### Liaison with External Agencies

Our Pastoral Lead, Safeguarding Co-ordinator and Senior Leadership Team regularly liaises with external agencies including Social Care, CAMHS, YOS, Fusion, Family Support and Counsellors. The relationships which have been fostered enable timely and efficient support to be provided to pupils to meet their needs. All CP, CIN or CLA meetings are attended by the relevant professionals. Non-attendance of any pupil who is on a CP plan, is a Child in Need or a Child Looked After is chased up each day with Social Care.

## **8. Mentoring Input**

We have a team of mentors who meet with our most vulnerable pupils on a regular basis to provide guidance and support. They liaise with the Lead Mentor, Pastoral Lead, Deputy Headteacher and Safeguarding Team to provide individual intensive wrap-around care.