




Student wellbeing, safeguarding, including sexual harassment and violence

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- What key systems and strategies help to keep young people safe and support their physical health, mental health and wellbeing?
 - How do we work with external agencies to support the health, wellbeing and safety of young people?
 - How have we incorporated sexual harassment and violence into the colleges safeguarding programme?
 - How were these issues explored by Ofsted during inspection?

What do you feel your school / college does very well in relation to this workshop's focus?

What do you feel your school / college could improve in relation to this workshop's focus?

Is there anything specific that you're particularly keen to find out more about?

Introductory Reflections



Introductions

Physical safety

Virtual safety

Physical wellbeing

Mental wellbeing

Physical safety

Can you list all of the things that you have in place to keep students safe whilst at school or college?

Have you incorporated these things into your Prevent Action Plan?

HR systems, procedures and protocols?

Mental wellbeing

How is this information collected?

Who is it shared with?

What actions are taken?

How do you support students with poor mental health?

How do you promote positive mental health?

Virtual safety

Do you know the practical things that your setting has in place to keep students safe online?

Physical wellbeing

How do you promote this?

What key systems and strategies help to keep young people safe and support their physical health, mental health and wellbeing?

Application stage

Applicant completes a medical form, sharing details of mental health/wellbeing

Interview stage

Prospective students are offered a separate meeting with the Safeguarding Team to discuss individual need.

Induction Day

Vulnerable applicants are offered bespoke support, introduced to key staff, and supported to attend lessons

After starting at NCD

DDSL liaises with feeder schools to gather safeguarding information

DDSL meets with college SENDCO to ensure appropriate staff are aware of specific needs

Flags are placed on Cedar to communicate to teaching staff who the vulnerable/safeguarding students are

DDSL contacts Virtual School(s) for Looked after students

Progress Tutors prioritise early meetings with vulnerable/safeguarding students

Mental wellbeing

How is this information collected?

Who is it shared with?

What actions are taken?

How do you support students with poor mental health?

How do you promote positive mental health?

Identifying and supporting students

Ongoing support

Tutorial Programme in college shares information to support students to understand their mental health and about the range of support available. Regularly re-visited.

2 college counsellors offer 1-1 support to students and work with external agencies to seek further support where appropriate. Also deliver group session, IE Exam stress.

Weekly check ins offered to vulnerable students, to triangulate support.

Regular wellbeing surveys are undertaken with students to gauge need and give them the opportunity to ask for support

Safeguarding themes and support information is shared in toilets and on college tv screens. Also on college website.

Yoga sessions, therapy pet sessions offered to staff and students to promote positive mental health

Events such as World Mental Health Day, National Coming out day, Wellbeing week acknowledged and celebrated in college

College works with a range of external partners to offer targeted support, with partners undertaking direct work in college

Mental wellbeing

How is this information collected?

Who is it shared with?

What actions are taken?

How do you support students with poor mental health?

How do you promote positive mental health?

- *Project 3*
- *School Nurse*
- CAMHS
- GPs and other medical Professionals
- Feeder Schools
- Social Care/Early Help
- Virtual Schools
- Others

GP's and medical professionals

- Sharing information with GPs for students of concern, (IE stopping taking medication, decline in mental health)
 - Supporting students to make appointments
- Completion of referrals for ASD/ADHD, alongside SendCo
- Referrals to IAPT, CEDS, Macmillan, Gamcare and others
- Training offered to staff from CEDS on how to support students

Project 3

- Monthly corridor workshops offering testing to students
 - Referrals to service for targeted support
 - 1-1 appointments held in college

CAMHS (including With me in Mind)

- Monthly corridor workshops on issues such as sleep,
 - Referrals to service for targeted support
 - 1-1 appointments held in college
- Group sessions offered to targeted students on anxiety/low mood
 - Promotion of CAMHS E-Clinic
 - Duty Calls for students in Crisis
- Training offered to staff on managing self-harm

School nurse

- Monthly corridor workshops in college offering testing to students
 - Referrals to service for targeted support
 - 1-1 appointments held in college

How do we work with external agencies to support the health, wellbeing and safety of young people?

- **Top Tips**

- *Keep a log of all referrals made, students open to social care etc so you can readily share examples*
- *Have regular update meeting with CAMHS, WMIM, counsellors etc to look at issues and trends and agree best approaches*
- *Work with parents, we don't just work with students, but parents too.*
- *Impact ! Be ready to explain how what you do makes a difference to students.*

July 2021 – Student voice with Y12 to gain an understanding of student perception and experiences

August 2021 – Staff CPD and training on responsibilities

September 2021 – Sexual harassment and violence experiences gained through Y12 and Y13 student survey

September 2021 – Posters on toilet doors and TV screens to promote awareness

October 2021 – Staff briefing and training on survey feedback and emerging issues for our young people

October 2021 – Dedicated tutorial session to Y12 and Y13

November 2021 – SPOC question regarding how students felt that college had responded to student needs

December 2021 – Anonymous paper survey asking students what they want to know

January 2022 – Review of the tutorial programme to ensure it meets needs

What we found?

Don't underestimate
what they know and
what they want to
know!

How have we incorporated sexual harassment and violence into the colleges safeguarding programme?

Year 12

Having been involved in discussions during tutorials and reading the descriptions that outline what sexual harassment is, please select any that you may have experienced	Y12 OUTSIDE OF COLLEGE	Y12 INSIDE COLLEGE
been in an inappropriate or offensive conversation where jokes, comments or gestures are being displayed	25.1%	2.6%
been the subject of the spreading of sexual rumours (in person, by text, or social media)	11.0%	0.4%
received sexual comments on your mobile device	25.2%	1.0%
received pictures, or videos on your mobile device	30.3%	0.8%
been asked for naked pictures of yourself ("nudes");	28.2%	1.0%
been asked for sex by someone	16.3%	0.6%
been touched or grabbed by someone in a sexual way	17.1%	0.8%
been cat called	33.7%	1.8%
been whistled at	31.6%	0.6%
I have experienced sexual harassment, but I would rather not share	10.1%	1.0%
I have not experience any of these	44.9%	94.4%

Do you think that college takes the issue of sexual harassment seriously?

Year 12

Year 13



How would you define sexual harassment?

LET'S DISCUSS

Do you believe that sexual

Harassment is unwanted behaviour which you find offensive, or which makes you feel humiliated.... Unwanted

- 1) Sexual Harassment is just a form of teasing or banter
- 2) Sending a text to a friend that spreads false rumours about a person's sex life is OK.
- 3) Sexual Harassment is against the law
- 4) If a person likes the sexual attention you give them, it's not sexual harassment
- 5) Girls sometimes harass boys sexually
- 6) If a person is only joking and does not intend to harm or distress another person it cannot be called sexual harassment
- 7) Sexual Harassment is a form of flattery
- 8) Rude gestures are not sexual harassment, you have actually
- 9) Asking someone for naked pictures of themselves ("Nudes") is OK.
- 10) If a girl wears revealing clothing she cannot complain about being sexually harassed

Sexual harassment is **unwanted behaviour of a sexual nature which**: violates your dignity, makes you feel intimidated, degraded or humiliated, creates a hostile or offensive environment

There were over 83,000 child sexual abuse offences reported in the year ending March 2020, an increase of approximately 267% since 2013.

Sexual Harassment

Survey data and tutorial content

The morning we got the call – what the inspectors wanted uploading to the portal before the inspection (ASAP)

- Safeguarding Policy
- Safer recruitment policy
- DBS
- PREVENT policy
- PREVENT risk assessment action plan
- COVID risk assessment

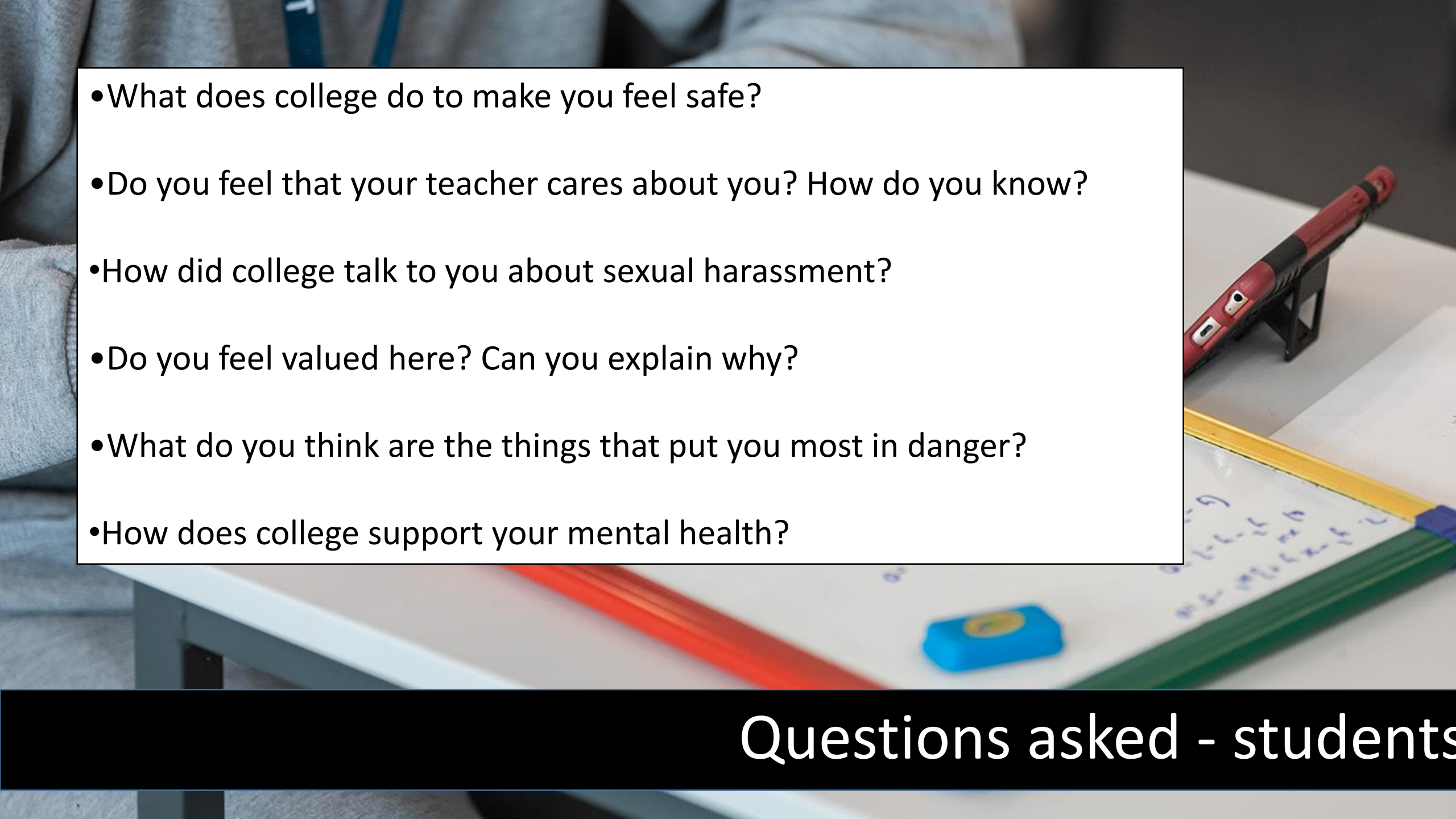
Base room evidence requested

- Compliance with SG information – SCR, enhanced DBS checks
- Incidents of bullying and radicalisation
- SG logs of sexual harassment cases

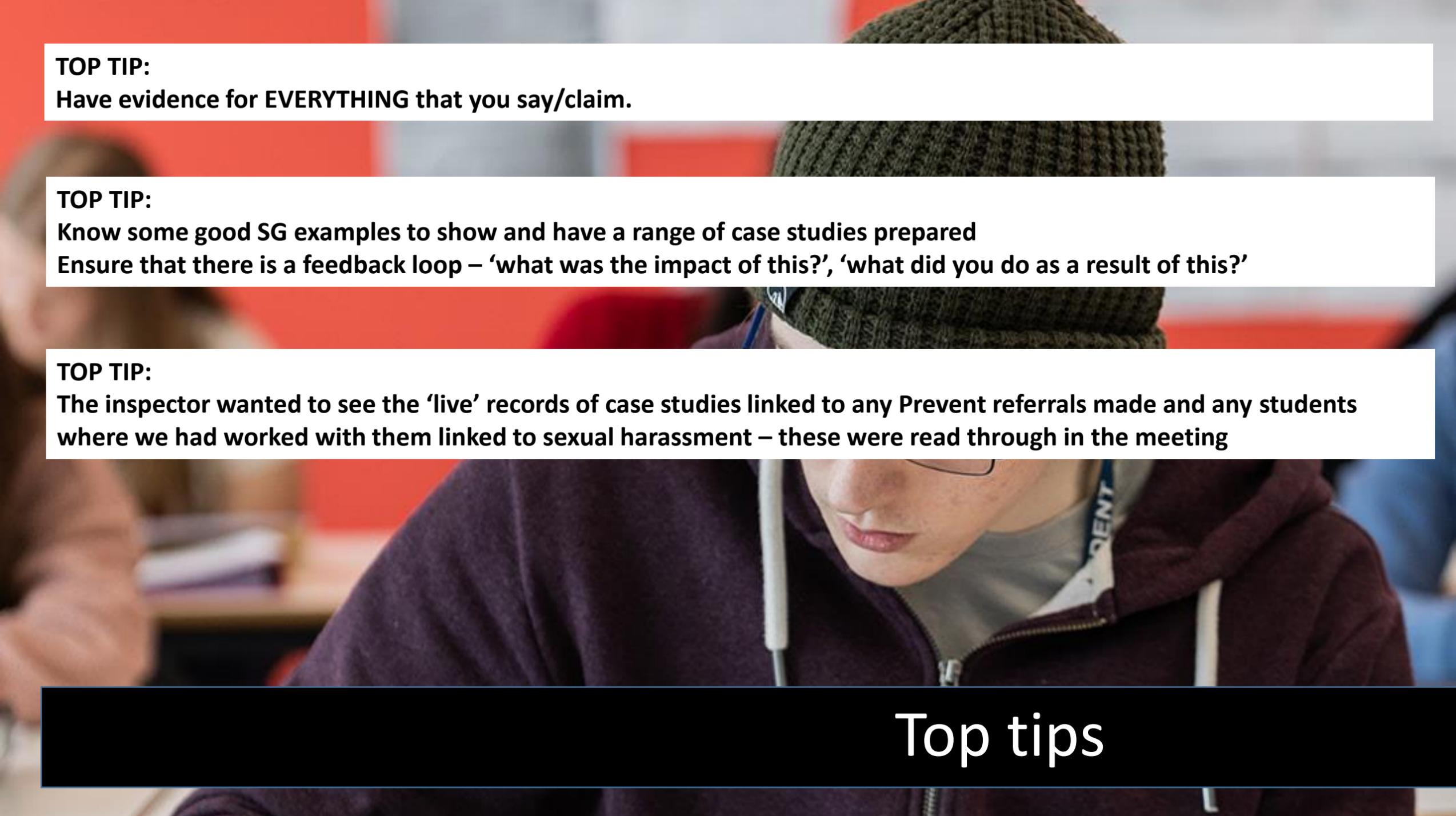
How were these issues explored by Ofsted during inspection?

- What training do the DSL and DDSL undertake? How do you keep up to date?*
- What training is given to staff? How are they updated? * How is this recorded? How do we know this is undertaken?
- How do we teach students about safeguarding? *
- Do students know what their local threats are?
- How do we teach students about online safety?*
- What is in place to keep students safe online?
- How do you educate students about sexual harassment? * What did you find?*
- How is safeguarding information shared with senior teams?*
- What support do you provide for mental health?

Questions asked - staff

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- What does college do to make you feel safe?
 - Do you feel that your teacher cares about you? How do you know?
 - How did college talk to you about sexual harassment?
 - Do you feel valued here? Can you explain why?
 - What do you think are the things that put you most in danger?
 - How does college support your mental health?

Questions asked - students



TOP TIP:

Have evidence for EVERYTHING that you say/claim.

TOP TIP:

Know some good SG examples to show and have a range of case studies prepared


Ensure that there is a feedback loop – ‘what was the impact of this?’, ‘what did you do as a result of this?’

TOP TIP:

The inspector wanted to see the ‘live’ records of case studies linked to any Prevent referrals made and any students where we had worked with them linked to sexual harassment – these were read through in the meeting

Top tips

Our priorities for next year:
Supporting staff and students around gender identity

A male and female student in lab coats and safety goggles are working in a chemistry lab. The male student is on the left, and the female student is on the right. They are both using pipettes to transfer liquid into small vials. The background shows a typical lab setting with various equipment and supplies.

Can you identify some key priorities / strategies / systems that you could introduce or develop further within your own school or college?

Plenary Reflection