



### Governor Visit Record

<b>Date</b>	27.4.2023	<b>Governors</b>	Karyn McMahon, Gill Finch
<b>Objectives for</b>			
Governing body DSLs Digital safety lead RSHE Lead			
<b>Links with School Development Plan</b>			
Leadership and Management: Safeguarding, Contextual Safeguarding and Compliance.			
<b>Background preparation</b>			
<p>Clennell Education Solutions continue to suggest comprehensive and anticipatory best safeguarding practice when they visit and discuss safeguarding with Karyn in her role as DSL. A Safeguarding Action Plan is augmented by an action plan for digital safety in school.</p> <p>Summer term is the time when we revisit contextual safeguarding and review emerging contextual trends and risks to the school and wider community.</p> <p>Ineque is a safeguarding organisation Mick Dunn had recommended to Karyn and some topics discussed had been recognised on this platform.</p>			
<b>Scope of visit / Breadth of visit Scrutiny</b>			
<p>Action1 from the Safeguarding Action Plan was to scrutinise and sign the Single Central Record. (Completed 4.5.22, 3.5.23)</p> <p>The summer term meeting scrutinises contextual safeguarding; this is an approach to safeguarding young people from harm they experience in extra-familial contexts. The meeting covered:</p> <ul style="list-style-type: none"> <li>• Domestic Abuse/Active Bystander strategies</li> </ul> <p>School is aware, through several channels, of the presence of Domestic Abuse in settings where children live. Sometimes the person being abused is not able to recognise the behaviour as abusive, and a member of staff who speaks out supportively to a person they know has experienced coercive control or violence will be subjected to a retaliation because a woman feels vulnerable that this situation was recognised. There were also concerns that the abusive behaviour is sometimes normalised or minimised by professional partners attending these meetings. Northumbria Police's Violence Reduction Unit is investing in Active Bystander training for workers in the region. Gill will be happy to contribute to an SLT update about this once the training is completed.</p> <p>As a White Ribbon accredited organisation all of the council partners around a family should be consciously working to change the attitudes and cultures that lead</p>			

to abuse and violence, including speaking out if they notice power imbalances and coercion.

- Emotionally Based School Non-Attendance

There are a small number of situations currently where pupil attendance is being impacted by either the child's own or a parent's emotionally based responses to attending school. This is being addressed through home visits and EWO strategies. One area that is not seemingly well resourced in Northumberland are strategies addressing school withdrawal; '*School withdrawal: where parents deliberately keep a child home from school for economic purposes, to conceal maltreatment, to prevent abduction from an estranged spouse, to protect a child from perceived school-based threat, to assist a parent with psychopathology, or for other reasons*'. There is a [good guide produced in Solihull](#) that could be referenced in feedback to the current attendance strategy consultation launched via the e-courier.

- Reducing Parental Conflict

Karyn and Rachael Ford Hutchinson met Vicki Collins who works through Family Hubs to develop a Healthy Relationships response aimed at supporting parents whose deteriorating relationships are likely to be affecting children. Three offers of support are available online, they are free and require a once weekly, one hour commitment for three weeks. The courses are aimed at soon-to-be and new parents, separated parents and anyone who cares for children.

- Intimate touch and consent

There were a number of occurrences of consensual and non-consensual intimate touch to discuss. There are no particular patterns or likely identifiable causes of these, but they have raised the need for school to consider the ways in which consent, safe and consensual relationships and boundaries are contextualised, taught, discussed and modelled.

For many of the children in school this poses additional challenges such as; compulsive behaviours and seeking outlets to share indecent images, curiosity and impatience to form intimate or caring relationships, chat rooms and online platforms of concern ([Omegle](#), Reddit).

We discussed the exposure some children have to Hentai (manga/cartoon porn), 'Hentai may appear 'cartoonish' and therefore child-friendly and easy to dismiss, but it is sexual in nature and can normalise violent, harmful, and illegal content.' (Ineque). Karyn alerts parents to these platforms via the school website. We agreed that it is also an opportunity for the school's CEOP ambassador David Evans to provide staff and parents with a digital resilience strategy update and to advise about any potential issues and resources to include in our wider safeguarding action plan.

- Training to support delivery of the RSE curriculum

A governmental review of the RSHE curriculum is imminent; it has been 3 years since the curriculum was introduced. Schools should also consider reviewing their policy and curriculum and sharing any new content with parents. There is a local PSHE Association seminar in Newcastle in June which Helen McIntyre, subject lead for

PSHEE will attend. Karyn will establish whether the training from Chailey Heritage foundation supporting the RSE package, 'The Sex Factor', is complete or ongoing. Recent years have seen this curriculum carry the heavy responsibility of having to deliver and support learning on topics such as sexual harassment and abuse, consent, power imbalances in relationships and LGBT inclusive relationships education. This poses real challenges for many of the pupils at CHS.

- Laurel Trust research project ideas

Every year the Trustees of the Laurel Trust invite applications from collaborations of schools that wish to conduct some imaginative research and innovation to improve outcomes for children, their families and their communities. We spoke about the potential of mapping, modelling and developing strategies for embedding the language of consent into school life; from intimate care, to EYFS and talking about relationships and sex. It would offer potential opportunities to have early conversations about some of the impulsive, risk-taking behaviours that sometimes emerge as pupils get older and start to experience an urgent desire to form relationships and explore their feelings. It could be a part of transition support, and potentially link to the challenges inherent with 'theory of mind' for children and young people with a diagnosis of autism spectrum condition; the ability to understand other people's thoughts and emotions by embedding and modelling consensual language throughout their time in school.

- No Outsiders Project

In discussing the current equality objective, which is introducing wider, more diverse and culturally pluralistic experiences and stories into the curriculum, we spoke about the No Outsiders Project and the teacher Andrew Moffat who trains staff in schools to model this approach and the resources he uses. Keeping children safe from developing biased or insular perspectives is also an aspect of contextual safeguarding. It was great to see some of the books and resources that are already being introduced.

### **Governor Observations and Comments**

Contextual safeguarding is a huge part of the work school DSLs and teachers have to address in the moment, and often about a new, often alarming or unprecedented aspect of safeguarding.

Digital resilience is an incredibly challenging aspect of learning to address with young people, especially when they are vulnerable and encounter the threats and potential harms that can affect them in the 'safety' of their own homes and bedrooms.

Maintaining vigilance, scouring safeguarding resources for valuable and current information and communicating this to parents is only part of a DSL's role; just as important are the day-to-day interactions in school.

The discussions we had at our meeting demonstrated that it has been an incredibly busy time in this regard, and that we must keep working with partners, seeking support and seeking practical and accessible ways to communicate this to children and young people and their families.

**Issues to be raised with the Full Governing Body (if any)**

**Plans for Follow-up Visit**

The next safeguarding visit looks at compliance and any changes to KCSiE in the autumn term

**Date reviewed at FGB**