



LAKESIDE SCHOOL
School Social Worker Annual Report
2016/17

Introduction

I have been covering the role of School Social Worker since Jen Simpson went on maternity leave in January 2017. Jen provided an interim report, the information from which I have incorporated into the annual report.

Shannon Tremaine
August 2017

Safeguarding & Child Protection

Figures at the end of the school year:

- Five pupils subject to Child Protection Plans
- Six pupils Looked After Children (4 x current, 2 x Year 11s)
- Six pupils subject to Child in Need Plans
- Eleven pupils under the 'Early Help Hub' and/or subject to Team Around the Family arrangements
- Three Team Around the Family arrangements led by the school

Referrals:

- Four Early Help Hub assessments completed and referred to Children's Services
- Nineteen referrals made to Children's Services beyond Early Help Hub. Six of which led to Children's Services assessment.
- Presented four cases to Early Help Hub meetings
- Three pupils to Art Therapy
- Two pupils referred to CAMHS.
- Three pupils referred to Youth Crime Prevention.
- Two pupils referred to the School Nurse.
- One pupil referred to Catch 22 (Drug & Alcohol Support).
- One pupil with significant social and emotional needs referred for placement at Military Academy (going very well).
- Three pupils with complex emotional needs referred to Virtual Classroom.
- Four Year 11 pupils referred for places on The National Citizenship Scheme due to take place during the Summer holidays.

Summary of multi-agency working:

- Attended two Initial Child Protection Conferences
- Attended eight Review Child Protection Conferences
- Attended one High Risk Strategy Meeting
- Attended five Core Group Meetings
- Attended twelve Child in Need Meetings
- Attended three Child Looked After Review Meetings and 1 Planning Meeting
- Attended sixteen Team Around the Family Meetings (Chaired 6 of these)
- Presented four cases to the Attendance Legal Panel

Actions completed this year:

- MyConcern, Online Child Protection and Safeguarding Monitoring System, introduced and embedded across school during the second half of the Summer Term. I have set up a profile for each pupil and allocated a category from 1-4 to each pupil which corresponds to their level of social and emotional needs and level of risk. Whole-staff training delivered with refresher and new staff training planned for the September inset days. Staff now complete an online form in place of the

paper Cause for Concern forms, but expectation remains that they notify DSL in person of any Child Protection Concerns.

- Safeguarding chronology continued for each pupil to collate and monitor any concerns or patterns. From June 2017 all chronologies are now on each pupil's MyConcern Profile, with the former Chronology document being attached as a document on their online file.
- Basic Safeguarding Training provided to all new staff.
- Keeping Children Safe in Education training provided to all staff. In order to comply with the new 2016 regulations, we now check all staff understanding of KCSIE (2016) with a questionnaire. So far all staff have scored highly (nearly all scored 100%) on this demonstrating that their knowledge of child protection and safeguarding procedures at Lakeside is robust.
- Safeguarding forum held each half-term.
- Online Safety Forums held each term.
- Looked After pupils had CLA Virtual School Awards on 06.11.16
- Fit Fest visit undertaken by Year 11s on 09.11.16
- Anti-Bullying Week in November 2016 - Poster competition and packs to tutor groups with discussion question
- Parents Evening 05.12.16 with guests and resources for parents including school nurse, EP, Parent Voice, Support4SEND, NCS, Careers
- New CSE concern log introduced
- Catch 22 workshops held on 13.02.17 for Years 9-11 who provided educational sessions on the risks of drugs and alcohol.
- UN Anti-Racism Day 21.03.17 – Tutors provided with resource packs containing activities for pupils to do. 'Kick it out' stickers worn by all.
- Pupil Information display board created with key helplines, agencies and safeguarding information.
- Participation in 'Time to Talk' mental health awareness day on 2nd February 2017.
- Letters sent to all parents/carers of Year 11 pupils with information on post-16 support, alongside contact details for follow-on support from Lakeside.

Direct Work with Pupils

Since starting in January I have met 47 of the pupils to speak with individually. These sessions have been due to the pupil requesting support or due to a need to follow up a concern.

Around half of the sessions have related to a key concern the young person wished to discuss at a moment of heightened stress or worry. Some sessions have been to follow-up after a concern has been raised either in school or from external sources (ie a Police report). This may mean a referral to Children's Services, a referral to a specific service, a discussion with the PSHE teacher on key topics of concern, the offer of sessions in school or simply a discussion on the day with the pupil around key points. I have used these sessions to assess the level of need and triage as appropriate. Other sessions have been more of a 'getting-to-know you' session requested by pupils, which I usually schedule during lunch or breaktimes.

Key topics raised this year in discussion with pupils:

- Feeling anxious
- Feeling stressed
- Feeling low & self-harm
- Anger
- Self-awareness
- Managing arguments & fallouts
- Aggressive behaviour
- Worries about relationship with parents
- Making friends & social help
- Bullying & being bullied
- Drugs
- Anti-social behaviour
- Peer influence

- Sexualized behaviour & relationships including sexting, underage sex
- CSE & online safety

Child Looked After Nominations:

The Virtual School holds annual award ceremony for the achievements of Children Looked After in education. Every one of Lakeside School's Children Looked After has been nominated for an award thanks to the recommendations and information shared by school staff. The presentation took place on 6th November.

Attendance

The overall school attendance at the end of the school year is **87%**, a **3%** increase from last year.

There has been an 8% increase in the percentage of pupils achieving over 96% attendance.

There has been a 6% increase in the percentage of pupils achieving over 90% attendance.

The Figures:

	2016/17	2015/16
Whole School Attendance	87%	84%
Whole School Attendance excluding those pupils with the most profound social care and health difficulties (-40%):	91%	89%
Percentage of pupils with over 96% attendance:	37%	29%
Percentage of pupils with attendance over 90%:	65%	59%
Average attendance for those pupils over 90%:	96%	95%
Average attendance for residential pupils:	98%	95%
Average CLA School Attendance:	95% <i>(Four out of six CLA pupils over 97%)</i>	94%

Case Study Examples:

- 1) WW (Year 7) joined Lakeside at the start of Year 7, having been out of school for over a year due to his significant social, emotional and mental health needs. He was placed in our Horizons class which provides intensive support to our most vulnerable pupils who experience high levels of emotional dysregulation, designed to assist their structured and successful re-integration back into the classroom environment. WW's transition was a great success: a previous school refuser, he attended school every day for his first 10 weeks and achieved an overall attendance of 95% at the end of the school year.
- 2) BF (Year 8) joined Lakeside having been out of school, or on a very reduced timetable, for most of his education. He has a diagnosis of Autism and presents as very shy. Started on gradual transition from 2 hours a morning to full days by May 2017. Though his first term was largely successful considering his previous experiences, he struggled to maintain his attendance and during the Autumn Term it was 84%. With extra support lead by the school and including other agencies Youth Crime Prevention and Supporting Families, BF achieved 97% attendance for the Spring and Summer Term which was excellent and he has been rewarded for this. His mother has praised the school for the positive impact it has had upon her son and for the first time since he was born feels able to return to employment. BF has expressed that he really enjoys school and is looking forward to returning after the Summer.

3) JB (Year 11) has been refusing school all year and had a history of non-attendance at previous schools before joining Lakeside in the Spring Term 2016. We have pursued legal action through the Attendance Legal Panel for non-attendance throughout the year but unfortunately this had little impact. His overall attendance at the end of the school year is 24%. We put Live Learning in place and his engagement with this has generally been positive. We also supported his engagement with the Mechanix Project facilitated by a local church, through which he has achieved an Edexcel Level 3 Foundation Certificate in Mechanics, Employability and Personal Development. Mr Evans and our Live-Learning Co-ordinator Kathryn Macgregor attended the presentation ceremony where JB received his certificate.

Fortunately through our proactive attempts to keep this capable pupil engaged with education and he has achieved 3 GCSEs in core subjects. We have supported him to secure a place on an Automotive course at college for September 2017, and have provided ongoing transition support through the Summer holidays.

Of the lowest nine attenders:

- One has been signed off school by a Psychiatrist and is being educated through a package of Virtual Learning and home tuition
- One was a year 11 school refuser who we referred for legal action while maintaining engagement through live learning; he has left school with 3 GCSEs and has secured a college placement.
- One is a new year 7 who has refused to attend due to transport issues (journey to school 1 ½ hours each way as a result of multiple pick-ups on route). We are liaising with the Local Authority to reduce this, and encouraging a place in the boarding house. We have had to issue a legal warning to the parent.
- Two are pupils (year 9 and 10) with anxiety issues leading to them refusing school. Multi agency support initiated by the school is in place and legal action being pursued. In order to maintain engagement we have set-up packages of virtual learning and home tuition, all the while encouraging re-integration back into school. One of these pupils (Year 9) is due to move out-of-area later in the Autumn term.
- One pupil (year 10) is in the process of being found a more appropriate education placement due to his level of social and emotional needs in addition to social care needs.
- Two pupils (years 8, 9) have significant social care needs and are being supported by social services in addition to the school. Live learning is being provided and the school are pursuing legal action in addition to liaising with Hampshire SEN around how we can best meet their needs.
- One pupil (year 10) has significant social care needs and a multi-agency approach initiated by the school is in place and legal action is being pursued.

Strategies & Plans in place Year:

The overall strategy for improving attendance continues to be understood using four categories; 'Raising Attendance Awareness', 'Championing Good Attendance', 'Challenging Non-Attendance' and 'Targeting Persistent Absenteeism'. Particular strategies have included:

- Creating an Attendance display board with pupil information and attendance 'top ten'
- Certificates and raffle tickets each half term for all those over 95% or who have shown improvement
- Creating a Tutor Group Attendance League with the prize of a special group breakfast
- Increased use of referrals to Attendance Legal Panel where issues are complex
- Attendance Meeting held every month where every child is discussed with Live Learning Co-ordinator and individual plans actioned as appropriate (including warning letters, home visits, sharing information, legal action)
- End of year attendance review letter sent to every parent with registration certificate and target for next year, alongside 'Every Day Counts' leaflet

Plan for September:

Kathryn and I plan to meet with the lowest attending pupils of this year in September to have an early plan in place. An attendance motivation worksheet pack has also been developed and will be attempted with those most at risk of non-attendance. Attendance planning meetings with parents have also provisionally been booked for those families who do not currently already have a multi-agency framework around them.

Attendance Week 2017:

Attendance awareness sessions will take place during extended tutor group sessions on Thursday 7th September in order to educate pupils specifically on the importance of attendance. Parents will be informed and will receive a further flyer with their child's first weekly report. It is hoped this will increase knowledge of what it actually takes to achieve 95% attendance and why this important. It is planned as a pre-emptive and proactive attempt to motivate all pupils to attend school. A small number of activities and discussions are planned to take place in tutor periods. Throughout the year I will be providing follow-on activities that can be undertaken during tutor time.

Anti-Bullying Intervention

Anti-Bullying Questionnaire:

An anti-bullying questionnaire was completed by the pupils in March 2017. The vast majority of pupils demonstrated that they understood what bullying was and the majority said that they had not been bullied recently.

It was positive that most pupils were able to demonstrate a clear understanding of what bullying meant, (90% in comparison with only 7%) last year. This is likely to be due to the extensive work that pupils have participated in during events such as anti-bullying week, as well as on-going work in tutor sessions, PSHE lessons etc. The other positive was that the survey did not identify anybody as a bully or victims. There was nobody repeatedly mentioned as purposefully hurting others or picking on them to. This improvement in the result may be because more pupils have taken part in the survey and the result is more representative. The anti-bullying questionnaire was also amended and this might have simplified the process and encouraged pupils to take part and answer more questions. Furthermore, good work has been done to raise awareness within the school and this may have also contributed to the improvement we see in the survey.

The majority of pupils expressed that they did. It was clear the majority of pupils are happy to speak to an adult at school or at home if they feel they are bullied. However there was also a pattern in the responses that pupils often did not understand what actions had been taken by staff in relation to reports made.

Recommendations moving forward include:

- Hold more sessions with the younger tutor groups about the bullying school policy and the ways to stop it.
- Put anti-bullying posters in school corridors and encourage pupils to report bullying as soon as it happens.
- Encourage more pupils to take part in the next survey.
- Advocate on behalf of the victims of bullying.
- Ensure follow-up work is done with all victims of bullying and their families so that they are aware of how it has been dealt with by the school, and are afforded the opportunity to give their views on the effectiveness of the action taken.

We are holding Virtual Reality anti-bullying workshops on 31st October 2017 which are provided by Education Group Ltd. Activities and resources will be planned for the next Anti-Bullying Week due to take place week commencing 13th November 2017.

Wider Understanding of Bullying & Challenging Underlying Values:

Alongside the activities and discussions in Anti-Bullying week, the following events are also being added to the Lakeside diary to increase awareness and discussion around diversity, empathy and tolerance:

- Mental Health Awareness 'Hello Yellow' Day – 10th October 2017
- Time to Talk Day – 1st February 2018

- Safer Internet Day – 6th February 2018
- UN Day Against Racial Discrimination – Next on 21st March 2018

Time to Talk day this year was particularly useful. Many of the pupils took part by watching Youtube videos regarding young people and mental health problems. They discussed how to look out for each other and how to look after themselves.

The underlying reasons for bullying behaviour are numerous and complex but research suggests it can be reduced more sustainably through work around self-esteem, social skills and increased emotional vocabulary. I have started to discuss how these can be incorporated more specifically alongside PSHE lesson planning with our new PSHE teacher.

Online Safety

Half-termly meetings continue to be held to discuss online safety. These are held between myself, Barry Ryder, Mike Williamson and Dan Healey as deputy DSL. These have been a useful platform to discuss any online safety concerns and actions taken. Minutes are taken and saved with Safeguarding documentation.

I have continued to identify the most useful online resources for parents and add them to the school's website. Parents have been sent a flyer advertising this and are also made aware of this whenever online safety concerns are raised. We also add useful information to weekly letters.

Parent Support

Supporting parents and carers continues to be a significant part of the role. The overall aim is to ensure parents feel supported and empowered to cope with challenges at home and to encourage positive engagement in education. Children are far more likely to attend school and engage well if they have a safe, secure and happy home life.

This year we have maintained our positive links with sources of support for families including the Early Help Hubs across Hampshire, Youth Crime Prevention, NSPCC, Transform Family Support, Family Support Service, Young Carers and Youth Mentoring schemes.

Contact with Parents:

The key topics of concern parents have raised this year have been:

- Aggression and challenging behaviour at home from child
- Relationship breakdowns and strain
- Child's mental health and low mood
- Child's lack of friends and social difficulties

Signposting:

I have shared information flyers with parents with weekly letters as interesting groups or advice has become known. This has included:

- Parent support helplines and websites (Including school website links)
- SEND information days
- Specialist localised coffee mornings eg regarding autism
- Cop Car scheme
- Football projects
- Mental Health awareness day including a 'Time to Talk' teabag
- Newspaper article regarding teenage behaviour
- Respite break agencies

- NSPCC online safety booklets
- Parenting support course advertisements

Student Social Worker

Each year we supervise placements for 1-2 student social workers at the school who benefit from the broad and challenging practice experiences, and who, while on placement, become valued members of the staff team. We continue to maintain a positive working relationship with the University of Winchester who commission placements for student Social Workers at Lakeside School. This year a first year student successfully completed his placement here and whose notable accomplishments included supporting several families to access support via the Early Help Hub and undertaking work as part of our anti-bullying survey.

We have further developed the practice learning opportunities and support structures in place for student social workers to enhance their experience and ensure they are well-prepared for the profession of social work as they progress through their course.

This year we have been allocated a final year student social worker who has a wide-range of relevant experience, including drug and alcohol support, which she can bring to the placement.

Training

In order to retain my Social Worker HCPC Registration I must complete regular training. Since joining Lakeside School in January 2017 I have completed the following:

- Child Sexual Exploitation E-Learning course – 8th February 2017
- Systemic Practice' by Barbara McKay, Institute of Family Therapy, University of Winchester – 1st March 2017
- Peer Supervision & Professional Development morning for children and family practitioners, Hampshire County Council, Falcon House, Winchester – 23rd February 2017
- Rob Long (Ed Pysch) – Training around supporting pupils with emotional and social difficulties; topics included anger management, managing difficult situations – 24th March 2017
- Child to Parent Violence with Hampshire Children's Services – 14th & 28th June 2017
- Releasing Potential – Child Exploitation Conference – 15th June 2017
- Student Social Worker Placement evaluation morning with University of Winchester. Further training around how to support student Social Workers on placement – 26th June 2017
- HCC Designated Safeguarding Lead Conference – local and national updates, serious case review, update on Police bail arrangements – 12th July 2017

Training currently booked for next school year:

- CAMHS SAFE Campaign Professional's Event (suicide awareness) – 7th September 2017
- Attachment and Trauma Aware training provided by the Hampshire Teaching and Leadership College – 6 sessions October 2017 – May 2018

Planned actions for next academic year

- Child Protection & Safeguarding DSL meetings will now be held fortnightly

- Borders Project (facilitated by the Police) providing presentation to staff and workshops for pupils around reducing risk of exploitation by gangs (19.09.17 / 20.09.17)
- Anti-bullying week, with workshops in October/November 2017
- Promotion of Nation Citizenship Scheme to all Year 11s
- I will be working closely with our new PSHE teacher to ensure access to a wide variety of resources and ensure individual needs of pupils are met
- Mapping out of safeguarding education across the curriculum
- Mental Health Campaign work – including further developing and embedding staff awareness and approach to supporting pupils with mental health issues
- Continue to work with our attached Educational Psychologists – role is being shared between Sue Shepherd and Phil Navarro this year – and ensure their SLA time is being used effectively to meet the needs of pupils