



**LAKESIDE SCHOOL**  
**School Social Worker Annual Report**  
**2017/18**

**Safeguarding & Child Protection**

**Figures at the end of the school year:**

- Three pupils subject to Child Protection Plans
- Ten pupils Looked After Children (8 x current, 2 x Year 11s)
- Five pupils subject to Child in Need Plans
- Six pupils under the 'Early Help Hub' and/or subject to Team Around the Family arrangements
- One Team Around the Family arrangement led by the school

Type of Support	# of pupils	
	2016-17	2017-18
<b>Child Protection Plans</b>	5	<b>3</b>
<b>Child Looked After</b>	6	<b>9</b>
<b>Child in Need</b>	6	<b>5</b>
<b>Early Help Hub</b>	11	<b>6</b>

**Referrals:**

- Four Early Help Hub assessments completed and referred to Children's Services
- Ten 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).
- Two pupils with complex needs referred to Academy 21, Virtual Classroom
- One Year 11 pupil took up place on The National Citizenship Scheme due to take place during the Summer holidays.

**Summary of multi-agency working:**

- Attended one Initial Child Protection Conference
- Attended nine Review Child Protection Conferences
- Attended three High Risk Strategy Meetings
- Attended nine Core Group Meetings
- Attended seven Child in Need Meetings
- Attended four 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:**

- First full year of MyConcern, Online Child Protection and Safeguarding Monitoring System. System now fully embedded with all staff trained on how to use it.
- Basic Safeguarding Training provided to all new staff.
- Child Protection and Safeguarding Policies updated to reflect the changes in KCSIE 2018 that comes into force on Monday 3<sup>rd</sup> September 2018. Currently in draft form, to be ratified by Governors early this term.
- Designated Safeguarding Lead meetings held each month.
- Online Safety Forums held each term.

- Anti-bullying conference attended on 15<sup>th</sup> November 2017, with 10 pupils, from both KS3 and KS4.
- Anti-Bullying Week in November 2017 - Poster competition and packs to tutor groups with discussion questions. Research project undertaken, with questionnaires handed to all pupils – results within this report.
- Safeguarding and PREVENT visit by Governor on 29<sup>th</sup> November 2017.
- Mental Health training undertaken with all staff during January inset and follow-up twilight session.
- Time to Talk Day – Ending the stigma of Mental Illness 26<sup>th</sup> January 2018 – tutor sessions
- Solent Youth Action group work resilience sessions from Jan 2018 - March 2018 – all groups have had 4 sessions. Substantial amount of charity funding allocated so no charge to school. Topics differentiated for year groups, but included drugs and alcohol education, emotional resilience, social skills and relationships.
- Safer Internet Day on 6<sup>th</sup> February 2018 – resource packs created for tutor sessions
- Pupil Information display board maintained with key helplines, agencies and safeguarding information.
- Cyber safety group work sessions held in boarding house, lead by Student Social Worker
- CAMHs Fit Fest visit by a year 9 and year 8 pupil on 12<sup>th</sup> July 2018
- 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

I regularly meet with pupils on an individual basis. 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.

I will also refer pupils on to specialised agencies, such as Catch 22, Youth Counselling, Youth Crime Prevention etc, as required.

#### 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

### Attendance

The overall school attendance at the end of the school year is **89.3%**, a **2.3%** increase from last year.

**There has been a 15% increase in the percentage of pupils achieving over 96% attendance.**

**There has been a 7% increase in the percentage of pupils achieving over 90% attendance.**

**The Figures:**

	<b>2017/18</b>	2016/17	2015/16
Whole School Attendance	<b>89.3%</b>	87%	84%
Whole School Attendance excluding those pupils with the most profound social care and health difficulties (-40%):	<b>92%</b>	91%	89%
Percentage of pupils with over 96% attendance:	<b>52%</b>	37%	29%
Percentage of pupils with attendance over 90%:	<b>72%</b>	65%	59%
Average attendance for those pupils over 90%:	<b>97%</b>	96%	95%
Average attendance for residential pupils:	<b>98%</b>	98%	95%
Average CLA School Attendance:	<b>93% (8 out of 9 CLA pupils have average of 97%)</b>	95% <i>(Four out of six CLA pupils over 97%)</i>	94%

**Case Study Example:**

1. ASD pupil from large family where he is eldest of seven. He suffers from severe anxiety and reluctance to engage with those outside his family. Pupil lacks confidence and can also be aggressive in the family home. Pupil is intelligent but had not attended regularly throughout secondary school. He arrived at Lakeside late in Year 9 as a non-attender.

I completed an Early help Hub assessment with the family, and a FSW was allocated, with regular TAF meetings. This has now closed as all the children are thriving. The family are close-knit with a close extended family. All the children of school age attend school except our pupil.

Mother is bi-polar and during the seventh pregnancy was diagnosed diabetic. Mother, though presenting as capable, is very reliant on her husband who does not work. He was invalided out of the army. She also relies emotionally and practically on her parents who live in the same street. There have been 3 house moves in 2 years to accommodate her need to be living in 'neighbour' proximity to her parents.

Pupil has found the frequent house moves unsettling but copes with change and house/family hustle and bustle by withdrawing to his room for most of his time and playing on his computer. Pupil will not sleep alone or in a downstairs room but during the day demands privacy.

Outcome:

- Pupil has engaged with thorough programme on Academy 21.
- Pupil has undertaken weekly Live Learning sessions. Pupil also visited a 14-16 programme at Totton College; sadly, programme couldn't meet his needs.
- Pupil has attended one day per week and accessed ICT education.
- Parents have engaged with Autism Consultant. They have also applied for funding to support Pupil accessing an online university.
- Parents and grandparents have been supportive, and Pupil has taken relevant GCSEs, achieving target grades. Pupil also came into school to do ICT exam.
- Pupil is keen to do online university to study course relevant to his main interest of computers. He says he would like to have a job one day.

### **Of the lowest ten attenders:**

1. Year 10 pupil. CLA. Long-term school refuser, was provided with Home Tuition until unsafe to visit house. Mother brought to Attendance Legal Panel twice and had been prosecuted through court. Pupil now in care and meetings held to plan educational package; however social services struggling to find a long-term placement. Pupil has regular missing episodes and at present has been missing since early July 2018.
2. Year 10 pupil. Referred to Attendance Legal Panel. Significant social care issues, long-term CP Plan in place. Care proceedings initiated. Now moved to north of England to live with Grandparents so, on advice from SEN, has been removed from school roll.
3. Year 8 pupil. Came to Lakeside on managed move from another SEMH school. Significant social care issues. On CIN plan and receives support from Youth Crime Prevention. Numerous home visits undertaken to offer support and individualised attendance reward system in place. Referred to Attendance Legal Panel, Education Planning Meeting held, final warning issued to parents in August 2018. If attendance does not improve, parents will be prosecuted through courts.
4. Year 11 pupil. Significant social care needs, including family homelessness, and complete disengagement from school. Has been subject to CP plan. Mother prosecuted through courts and received substantial fine. No impact on attendance, live learning in place for rest of year but little engagement.
5. Year 11 pupil, some MH issues, referral to Early Help Hub, family support worker allocated and Youth Crime Prevention worker. Completed GCSE exams and college placement secured.
6. Year 7, CLA. Full attendance first half-term. Started refusing in November due to boundaries in care home, and the fact other children in care home did not have school placements. Home visits undertaken and regular meetings held. Reward schemes in place, alongside personalised timetable to re-integrate into school. Deputy Head of Virtual School involved in addition to CLA Education Welfare Officer. Attendance improved in Spring Term and successful end to year due to going on school residential trip to Brea. Home visit to be undertaken in Summer Holidays to assist with transition back into school.
7. Year 10 pupil. Attendance 70%. Came off CP plan this year. Meetings with mother and final warning for Penalty Notice given. Family moving out of county in September.
8. Year 7 pupil. 70% attendance. Very significant mental health needs and history of being out of school. Annual Review held and different placement requested, as supported by school, parents and CAMHs. Alternative package in place in interim, consisting of 'Oarsome Chance' outdoor education and Live Learning sessions.
9. Year 11. 72%. Big improvement from last year where attendance was just 36%. Attendance particularly improved as year progressed and he completed all GCSE exams. Attendance Legal Panel had been in place but closed due to improvement.
10. Year 10. 76%. Social services involved due to significant concerns and a move from his father's to his mother's address. Final Penalty Warning notice sent, any further unauthorised absences will mean a fine.

### **Strategies & Plans in place:**

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
- £5 vouchers as reward for each pupil who achieves 100% attendance in a half-term
- 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:**

Jen 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 2018:**

Attendance awareness sessions will take place during extended tutor group sessions on Tuesday 11th 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 is 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**

### **Virtual Reality Workshops**

All KS3 pupils participated in Anti-bullying Virtual Reality Workshops on 31<sup>st</sup> October 2017. The pupils watched a scene where a group of young teenagers act out an incident of bullying. The bullying took various forms, including cyber bullying, taunting over how someone is dressed and threats. The scene demonstrated a variety of ways in which a group dynamic - particularly the balance of power within a group - can impact upon bullying behaviour, for the perpetrators, the target and the bystanders. The pupils engaged well with group discussions about what they had seen, before having the opportunity to "interview" the characters to find out more about their perception of the incident and the other people involved.

### **Results from Anti-bullying questionnaire February-2018 (Report produced by Student Social Worker Elena Hubbard)**

#### **Results**

8 tutor groups took part. 31 pupils participated in the survey. All pupils were given the opportunity to participate and all year groups were represented. The following is the percentage of pupil who took part per year group: Year 6: 100%; Year 7: 25%; Year 8: 53%; Year 9: 28%; Year 10: 53% Year 11: 12%.

When asked what bullying meant, the majority (65%) provided the correct answer - that bullying meant both purposefully hurting others with words or actions as well as picking on others repeatedly.

61% of pupils who took part stated that they have not been bullied recently.

41% of pupils who took part stated that they have been bullied.

77% of pupils stated that they have not bullied anyone recently.

7% admitted to have bullied someone recently.

The survey could not identify bullies in school as no name was repeatedly mentioned by others to be a bully. Names were mentioned once or twice and there were no signs of someone repeatedly picking on another pupil.

Few pupils, who said that they have been bullied recently, are generally from year 7 year 8 and year 9 and they stated that bullying takes place in corridors between lessons, hard-court and classroom.

81% stated that they were not afraid of anyone at school, 19% said they were.

32% of boys believed that bullying was taken seriously; 68% said they were not sure or that bullying it was not taken seriously at Lakeside.

55% stated ways to stop bullying such as, Long DT's, telling teachers immediately, teachers being more alert/ watching over older ones and a report button on the computer for pupils to access. 45% did not know what to do to stop bullying.

#### **Recommendations**

-Hold more sessions with the younger tutor groups about the bullying school policy and how to put a stop to bullying if they see someone else doing it.

-Put our pupils' anti-bullying posters in school corridors for more of an impact and encourage pupils to report bullying as soon as it happens to more accurately understand what causes it.

-Encourage more pupils to take part in the next survey and share the current results with them. Explain that the more that take part, the more accurate and the more teachers can put a stop to it.

-Support 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. Allow them to give their views on whether the school has done a good job or if there are improvements needed to the way bullying is handled.

### **Conclusion**

It was good that 65% of pupils picked the correct answer, no surveys left the answer blank and if they did not pick the correct answer the majority picked the answer of 'Pick on other repeatedly'. Due to 55% that gave an idea about the way bullying should be stopped it was clear to see that they really understood what bullying entailed even if they had got their first answer wrong. Pupils are continuously reminded in assemblies, around the school and in tutor sessions the seriousness of bullying. They have also participated in anti-bullying week this year where they had time in their tutor sessions do discuss the different forms of bullying. Another positive was that through the survey we could see that names were never mentioned more than twice, whether that was being the victim or the bully themselves. This result may be due to the large span of year groups that took place and therefore the result is more representative. The anti-bullying questionnaire was simple enough for the pupils to answer and if not LSA's and teachers were there to assist with writing down their thoughts.

The school takes bullying seriously and has a zero tolerance policy to bullying, although pupils don't all agree with this. 32% of pupils feel that the school takes bullying seriously and the other 68% doesn't or say that they are not sure. From the questionnaires it is clear that pupils do not know what happens when they report bullying to a teacher and as they are not told of the outcome they feel that nothing gets done and the 'bully' does not get told off.

Although it is not always possible to feedback to a pupil who has reported bullying, my recommendation is to ensure that sessions are held with pupils and update them how the school handles the bullying complain. The more awareness throughout the school the more confidence there will be with pupils understanding what happens when it is reported or if they have undertaken bullying themselves.

### **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:

- Young Minds '10k Your Way' walk to raise awareness of mental health – 18th September 2018
- Mental Health Awareness 'Hello Yellow' Day – 10<sup>th</sup> October 2018
- Friendship Friday (Kidscape) - 9<sup>th</sup> November 2018
- Anti-Bullying Week – 12<sup>th</sup>-16<sup>th</sup> November
- International Men's Day – 19<sup>th</sup> November
- Safer Internet Day – 6<sup>th</sup> February 2018
- Time to Talk Day – 7<sup>th</sup> February
- International Women's Day – 8<sup>th</sup> March
- UN Day Against Racial Discrimination – 21<sup>st</sup> March 2018
- Pride Month – June 2018
- School Diversity Week 1<sup>st</sup>-5<sup>th</sup> July 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.

## Online Safety

Half-termly meetings continue to be held to discuss online safety. These are held between myself, Jen, Barry Ryder, Mike Williamson and Dan Healy. 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.

We continue to work with the residential pupils around online safety, and have supported one Year 10 pupil to deliver a presentation to the other boarders regarding keeping safe online.

## 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
- Concerns around exploitation
- Attendance issues

### 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
- Mentoring
- Counselling
- 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

## New Pupil Transition

Lakeside School is expecting a large intake of Year 7 students this September which has necessitated a

large transition project in the summer term. In total it is planned for us to have 24 Year 7 students in three tutor groups. Of these, nine were already attending Lakeside School as part of the outreach Year 6 programme. In preparation for the new entrants arrival the following was arranged:

- Visits to primary schools to meet with new entrants and SENCOs
- Two Welcome Mornings for new entrants including a sports and an academic lesson as well additional animal activity guests
- Home visits offered to all new families and taken up by all but two families for acceptable and understandable reasons
- Updated New Entrant and Parent/Carer Support leaflets were dispersed to all new pupils and their families (New entrant leaflet was also developed with feedback from the Year 6 outreach pupils)
- Social Work Summaries will be prepared for each pupil to be added to their main file for information for school staff

One area of development is for new pupils to have better access to photographs of the school site as this was requested on a number of occasions to assist with the transition process. I will be working with Mel regarding how best to make this available to new pupils through the school website.

The transition process has been busy but appears to have been beneficial to the new entrants and their families at this stage, with positive feedback overall. They will continue to be supported and contacted into the new school year to ensure a successful transition.

### **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 and has previously facilitated parenting programmes with Banardos, which she can bring to the placement. I will be training to become a Practice Educator this year, through the University of Winchester, who are offering this qualification with no cost. This will also mean the school receives £2000 for each student Social Worker on placement here (previously £800).

### **Training**

In order to retain our Social Worker HCPC Registration we must complete regular training. This academic year I have completed the following:

- CAMHS SAFE Campaign Professional's Event (suicide awareness) – 7<sup>th</sup> September 2017
- Hays Safeguarding & Child Protection Online Training – 25<sup>th</sup> September 2017
- Attachment and Trauma Awareness in Practice – delivered by Kate Cairns, 3 days
- Mental Health First Aid Training – initial day – Kings School - 17th November 2017
- County Lines Training – 5<sup>th</sup> January 2018

- Tools for developing practitioner skills and knowledge, at Winchester University, Mark Chesterman – 21<sup>st</sup> March 2018
- Listening to and responding to children, the impact of trauma and abuse on child development – 21<sup>st</sup> & 22<sup>nd</sup> June 2018
- Working with Disguised Compliance – Wednesday 4<sup>th</sup> July 2018

***Training currently booked for next school year:***

- Shannon will be working towards Practice Educator Qualification with new Student Social Worker
- Jen is exploring courses to become a Mental Health First Aider

**Planned actions for next academic year**

- Child Protection & Safeguarding DSL meetings will now be held fortnightly
- Delivering Early Help Awareness Training to staff on initial inset day (in-line with KCSIE 2018)
- Anti-bullying week in October/November 2018
- CAMHS Self-Esteem and Body Image Event October 2018
- CAMHS Fit Fest in November 2018
- Promotion of National Citizenship Scheme to all Year 11s
- Hampshire Youth Action therapeutic group work with pupils – Autumn Half-Term 2.
- Solent Youth Action undertaking further group work sessions with pupils throughout this year
- Year 11s – group work sessions on coping with exam stress
- Continue to work with our attached Educational Psychologist Phil Navarro this year – and ensure their SLA time is being used effectively to meet the needs of pupils
- Shannon will be working towards Practice Educator Qualification with new Student Social Worker
- Strong focus upon staff wellbeing – Jen has created resource packs available on the network and in the staffroom. I-Talk delivering a session during November inset.