

# Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	07 July 2021
Title of Report:	<b>“Everyone’s Invited” school and safeguarding issues</b>
Lead Member:	Councillor David Downie
Lead Strategic Director:	Alison Botham (Director for Childrens Services)
Author:	Ming Zhang
Contact Email:	Ming.zhang@plymouth.gov.uk
Your Reference:	For Information Report
Key Decision:	No
Confidentiality:	Part I - Official

## Purpose of Report

For information report on Ofsted Review of Sexual Abuse in Schools and Colleges.

## Recommendations and Reasons

N/A a report for information

## Alternative options considered and rejected

N/A a report for information

## Relevance to the Corporate Plan and/or the Plymouth Plan

The report outlines the Local Authority duties and implementation

## Implications for the Medium Term Financial Plan and Resource Implications:

No financial implications resulting from this to-note report

## Carbon Footprint (Environmental) Implications:

None

## Other Implications: e.g. Health and Safety, Risk Management, Child Poverty:

*\* When considering these proposals members have a responsibility to ensure they give due regard to the Council’s duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not.*

This duty is part of our commitment to raise standards, aspiration and achieving for children and young people in Plymouth and to increase health, wellbeing and reduce health inequalities.

## Appendices



Ref.	Title of Appendix	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
		1	2	3	4	5	6	7
A	Briefing report title							
B	Equalities Impact Assessment (if applicable)							

## Background papers:

Please list all unpublished, background papers relevant to the decision in the table below. Background papers are unpublished works, relied on to a material extent in preparing the report, which disclose facts or matters on which the report or an important part of the work is based.

Title of any background paper(s)	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
	1	2	3	4	5	6	7

## Sign off:

Fin	djn.21. 22.39	Leg	lt/369 07/29 0621	Mon Off		HR		Assets		Strat Proc	
Originating Senior Leadership Team member: Ming Zhang											
Please confirm the Strategic Director(s) has agreed the report? Yes Date agreed: 29/06/2021											
Cabinet Member approval: Councillor Dave Downie by email 29/6/2021 Date approved: 29/06/2021											

# OFSTED REVIEW OF SEXUAL ABUSE IN SCHOOLS AND COLLEGES

Proposed Follow Up (EPS)



On 10<sup>th</sup> June Ofsted published a review of sexual abuse in schools and colleges. This was following the government request for a rapid review to be undertaken. The publication can be found at:

<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

Ofsted were asked to report on:

- Safeguarding and curriculum
- Multi-agency safeguarding arrangements
- Victim's voice and reporting

Ofsted also considered information regarding the extent and nature of allegations and incidents, and knowledge/response of schools.

The report makes the following recommendations:

## Recommendations for school and college leaders

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:

- a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'
- high-quality training for teachers delivering RSHE
- routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
- a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
- working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour
- support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs
- training to ensure that all staff (and governors, where relevant) are able to:
  - better understand the definitions of sexual harassment and sexual violence, including online sexual abuse
  - identify early signs of peer-on-peer sexual abuse
  - consistently uphold standards in their responses to sexual harassment and online sexual abuse.

### Recommendations for multi-agency partners

Multi-agency partners should:

- work to improve engagement with schools of all types in their local area, tailoring their approach to what their analysis (produced in partnership with schools/colleges and wider safeguarding partners) indicates are the risks to children and young people in their local area

### Recommendations for government

The government should:

- take into account the findings of this review as it develops the Online Safety Bill, so it can strengthen safeguarding controls for children and young people to protect them from viewing online explicit material and engaging in harmful sexual behaviour using social media platforms
- establish better coordinated arrangements between the Education and Skills Funding Agency (ESFA), Ofsted and ISI for how to deal with complaints that inspectorates receive about schools
- strengthen the 'Working together to safeguard children's guidance to make the involvement of all state and independent schools and colleges with LSPs more explicit, including their engagement in multi-agency safeguarding audits
- produce clearer guidance for schools and colleges to help them make decisions when there are long-term investigations of harmful sexual behaviour, or when a criminal investigation does not lead to a prosecution or conviction
- review and update the definitions of sexual abuse, including peer-on-peer, to better reflect the experiences of children and young people
- develop an online hub where all safeguarding guidance is in one place, with any updates clearly visible and ideally made in good time in the school year to aid planning
- in partnership with others:
  - develop a guide that helps children and young people know what might happen next when they talk to an adult in school or college about sexual harassment and sexual violence, including online sexual abuse
  - develop national training for DSLs
  - develop resources to help schools and colleges shape their RSHE curriculum
  - launch a communications campaign about sexual harassment and online sexual abuse, which should include advice for parents and carers

### Everyone's Invited – published list of schools

The Everyone's Invited webpage is referred to in Ofsted's review report. The webpage invites individual testimonials of the experience of rape culture. The website have now published a list of schools in the county who have been referenced in the testimonies submitted to the site. The Plymouth schools referenced in the list are:

- All Saints (opened 2013)
- Devonport High School (does not reference which school)
- Hele's
- Lipson Academy (academy status from 2011)
- Southway Community College (Closed 2001)
- St Boniface
- Stoke Damerel Primary
- Tor Bridge High (opened 2011)

However, it has not been possible to clarify whether the testimonies are with regard to incidents which happened in school or out of school in order to better understand young people's experiences. The website information is not presented in a way that enables this type of sort or search to be completed.

### **Next steps:**

Taking account of this information, the proposed follow up with schools and colleges is to address the following themes:

- Promoting engagement of schools and colleges in the findings of the Review Report and considering the follow up and assurance required (linking with Education Reference Group)
- Taking account of the information held by the EPS (and the LA) that may assist in local analysis of potential and actual risk for children and young people. For EPS this would include Ofsted complaints, general complaints, permanent exclusion/pupil movement data.
- Reviewing the implementation of the RHSE/PHSE curriculum during 2019/20 and working with schools (linking through PHSE Hub network) to review how local delivery of the curriculum meets the Ofsted recommendations.
- Contacting schools directly who have been named in order that the school leadership are aware in the event they are contacted directly, and also to engage those schools in considering the review findings.

In addition, working through the PSCP we can develop a follow up plan in partnership regarding the multi-agency response.

### **Proposed recommendations for follow up**

<b>Action for Education, Schools and Colleges</b>	<b>Lead/ Timescale</b>
Engagement of schools and colleges in review findings <ul style="list-style-type: none"> <li>• Letter to invite their engagement with Ofsted's Review report and findings</li> </ul>	MZ
Request for Education Reference Group to consider review findings and identify recommendations for follow up with schools and colleges, and lines of enquiry for multi-agency partners. This may include: <ul style="list-style-type: none"> <li>• Support sharing of good practice across schools and with partners</li> <li>• Work with ERG and PSCP regarding opportunity for Twilight sessions for school leaders, DSL's and governors</li> <li>• DSL Briefing to raise awareness of the Ofsted Review report. (01.07.2021 initial briefing)</li> <li>• Ensure schools have access to information on local services and support (eg NSPCC and Barnardo's) through online information</li> <li>• School/MAT arrangements to support frontline workers</li> <li>• Consideration as to how a Trauma Informed approach underpins this work</li> <li>• Consideration of how equalities and diversity is reflected in this work</li> </ul>	ERG Chair
Assurance request to all school leaders (letter) to ascertain: <ul style="list-style-type: none"> <li>• Ofsted Review report has been considered by the organisation</li> <li>• Review has been shared with Governors, particularly safeguarding governors</li> </ul>	MZ

<ul style="list-style-type: none"> <li>• Intention to review school arrangements in light of review findings (including, for example, whole-school curriculum awareness – RHSE, Science, English delivery).</li> <li>• Willingness to work in partnership to review data and information to support PSCP activity</li> </ul>	
<p>SI75/157 audit for 2021 include a question to seek assurance that schools are confident that they have suitable arrangements in place for pupils to report sexual abuse concerns freely. The audit asks schools to provide evidence on measures put in place and any improvement actions identified.</p>	<p>IM Summer Term 2021</p>
<p>Review of available data in Education, Participation and Skills</p> <ul style="list-style-type: none"> <li>• Ofsted complaints</li> <li>• Complaints to LA</li> <li>• Reasons for permanent exclusion/managed moves for pupils</li> </ul> <p>Consideration of how emerging information in the LA can be raised and monitored with a school (eg PLA meeting).</p>	<p>JR/IM</p>
<p>Review of data held by EPS with regard to school engagement in implementation of the RSHE curriculum</p> <p>Explore whether PHSE Hub can support a review with schools of how the delivery of RSHE curriculum meets the recommendations in the Ofsted report.</p>	<p>MH</p>
<p>For those schools who have been included in the <b>Everyone's Included</b> list:</p> <ul style="list-style-type: none"> <li>• Communication to school leadership to advise that the information is published and explain the limited information available about named schools.</li> <li>• Highlight that all school leaders are being encouraged to engage with the Ofsted Review</li> <li>• Encourage individual schools to consider their own review to the review findings, in order to be confident to respond in the event that queries arise from the publication of the list.</li> </ul>	<p>MZ</p>
<p>For those schools on the Everyone's Included list:</p> <p>EPS will check data held regarding</p> <ul style="list-style-type: none"> <li>- Complaints</li> <li>- Permanent exclusions/ managed move</li> </ul> <p>This is in order to confirm whether there has been any cause for concern raised regarding sexual abuse or linked themes for children and young people.</p>	<p>JR/IM</p>
<p>Consideration as to whether information can be gathered from the Everyone's Included website to help with our local understanding of the testimonies shared.</p>	<p>LADO</p>
<p><b>Wider work with multi-agency partners</b></p>	
<p>PSCP Quality Assurance Sub group consideration of the Ofsted Review and actions arising across multi-agency partners to support response planning.</p>	<p>PSCP QAS</p>

<p>Participation work with families, parents and carers to develop an engagement plan considering:</p> <ul style="list-style-type: none"> <li>• Awareness raising and conversation regarding Ofsted Review findings</li> <li>• Advice and support for parents and carers when concerns arise</li> <li>• Consideration of acceptable and unacceptable behaviours of young people.</li> </ul>	<p>PSCP Together for Childhood?</p>
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## **RSHE Curriculum Initial Feedback (from Michael House)**

### **Local Authority Duties**

Our duties were to prepare schools for the implementation of the statutory guidance. This included policy, educational programmes and the procedures which schools undertake regarding this area of the curriculum. This duty is part of our commitment to raise standards, aspiration and achieving for children and young people in Plymouth and to increase health, wellbeing and reduce health inequalities.

RSHE has a wide scope, and there are many Plymouth Health and Wellbeing related performance indicators that this area of the curriculum potentially supports. The breadth includes obesity, teenage pregnancy, crime, community cohesion, e-safety and other areas.

In terms of the local authority role, there is not much distinction between maintained schools and academies. The PSHE Hub is a partnership with PTSA and open to all. Our Healthy Child Quality Mark is a traded offer and therefore open to all.

### **Implementation of these duties by EPS:**

Our team broadly did three things:

1. Preparation: We prepared schools for the introduction of statutory Relationships Education, Relationships and Sex Education (and Health Education), RSHE for short. This took the form of:
  - ‘A Series of PSHE Hub Meeting sessions, taking schools through the ‘Roadmap to Implementation’.
  - This took place in 2019 and 2020.
2. Support: We supported schools in targeted way via:
  - a. CPD sessions to individual schools
  - b. Consultation support for individual schools / Parents etc
  - c. Production of a self-assessment document relating to the DfE’s ‘Assessment of Preparedness’ request, following the relaxation of the September 2020 implementation date (due to Covid and DfE asking schools to concentrate on the Emotional and Mental Health aspects of RSHE).
  - d. Ongoing signposting to relevant training, support and tools (e.g. PSHE Association), in-house CPD and via the RSE Hub (Bristol).
  - e. Delivery of the Wellbeing Return to Education programme (commissioned to ‘The Zone’).
3. Scrutiny: Evaluation of school’s RSHE / PSHE Programmes via:
  - a. The Healthy Child Quality Mark programme
  - b. Safeguarding Reviews
  - c. Consultation support to individual schools

Consideration of information held by EPS:

- The Healthy Child Quality Mark has some information regarding what schools RSHE / PSHE Programmes and delivery methods are (also how they consulted families to tailor their programmes – Tailoring the programmes to meet the needs of children and young people will be a key ask that Ofsted will use to scrutinise RSHE implementation, going forward – especially as many schools now utilised the ‘jigsaw’ scheme of work thus potentially have the same programme content). HCQM

information, of course is only there for the schools that engage, thus a good snapshot but not detailed for every school.

- We also had a number of schools that were 'Early Adopters'. (MH can identify who those schools are)
- We have a record of which schools attended RSHE Preparation CPD Sessions (within the PSHE Hub Meetings for 2019 and 2020).
- We have a record of which schools we gave individual support too.
- We can quite easily, review all Ofsted Reports, also however it's still very new and not many Ofsted visits have taken place.