

School assessment table

This is an anonymised completed assessment table for a school assessment on a pupil referral unit.

<p>Assessment Number: [REDACTED]</p> <p>Educational Establishment Name: [REDACTED]</p> <p>Educational Establishment Contact details: [REDACTED]</p>		<p>Summary of initial concerns that triggered referral: Incident during class changeover, heightened by tensions between pupils from differing minority ethnic backgrounds.</p>			
<p>Individual and contextual factors to consider (Record the source of your information e.g Young Person, Staff or Health Partner)</p>		<p>Individual young person's characteristics</p> <p>Historical issues between two street groups across ethnic groups: (ethnicities redacted).</p> <p>Incidents and tension have occurred in school between students from the two ethnic groups (redacted ethnicities – one is a minoritised group, the other is a majority ethnic group in this location).</p> <p>All YP have experienced exclusion from their Host School</p> <p>One young man reports struggling with grief and bereavement.</p>	<p>Vulnerability factors (pre-existing factors)</p> <p>Risk factors (factors directly related to the issue/s in question)</p> <p>Young person using sexually offensive language leading up to the incident.</p> <p>Some young people have a history of aggressive and harmful sexual behaviour.</p> <p>There is a mixed understanding of extra-familial harm amongst the young people. One young person knows what extra-familial harm is. One young person report that fighting is extra-familial harm.</p> <p>Young people report that if they or a friend was being harmed that they would deal with it themselves.</p> <p>One young person reports school have not got to know him or</p>	<p>Resilience factors / Strengths</p> <p>Young People understand safeguarding processes.</p> <p>Young people report that they know who to talk to at school if they have a problem and feel comfortable to do this.</p> <p>No reports from young people of feeling unsafe in any parts of the school.</p>	<p>Capacity to safeguard (capacity to safeguard is being undermined in this context and by whom/what)</p> <p>Lack of understanding of extra-familial harm.</p> <p>YP know who to talk to at school but say they would deal with any harm themselves.</p> <p>Lack of understanding around culture and diversity between staff and students.</p> <p>Concerns raised regarding individuals sexualised or harmful sexual behaviour.</p>



			<p>understand his background and the impact of some negative experiences they've been through</p> <p>Lack of understanding of child sexual exploitation and criminal exploitation amongst the young people</p>		
	Family / Home(s) characteristics	<p>English as a second language for many (ethnicity redacted) families and several parents don't speak English confidently</p>	<p>Siblings used as translator for (ethnicity redacted) families</p> <p>Young people know when its parents evening, but report parents do not attend.</p> <p>School report few parents attend events within school.</p>	<p>School liaises directly with parents – keyworkers phone with updates and students are aware of this.</p>	<p>Home / school link could be stronger.</p>
	Peer group(s)	<p>Historical issues between two street groups across ethnic groups: (ethnicities redacted).</p> <p>Due to above vulnerability – Incidents and tension have occurred in school</p>	<p>Young people at the school have been linked to twp young street groups.</p> <p>Young person challenging another young person's behaviour</p>		<p>Divisions between YP along background and ethnicity lines that attend</p> <p>Lack of understanding of EFH</p>



		between (ethnicities redacted).	Lack of understanding of sexual health for young people that attend the provision. Lack of understanding of CSE & Criminal exploitation		
	School	<p>There is history of students punching the window with their fists until it breaks in one classroom.</p> <p>One young person reports school have not got to know him or understand the impact of negative experiences - this impacts trustful relationships.</p>	<p>Head teachers reports that most parents do not attend parents' days.</p> <p>School had not identified problematic sexual language in reported incident.</p> <p>Not all staff challenging sexually inappropriate language (during observations).</p> <p>Staff not always confident in safeguarding pathway.</p> <p>Staff report unsure of response to reports of extra familial harm.</p> <p>Lack of understanding of sexual health for young people that attend the provision.</p> <p>Some young people report they get a RSHE (Relationship, Sexual, Health Education) qualification but were unclear about its content.</p> <p>No YP mentioned behaviour or reward systems (N.B. lot of new YP)</p>	<p>Head teacher was seen to challenge sexually inappropriate language</p> <p>Policy/procedure Teaching and learning handbook for staff that emphasises interventions that enable YP to learn and thrive.</p> <p>Robust policies including Child Protection Policy, Behaviour & Rewards Policy, Relationships and Sex Education Curriculum and Curriculum Policy</p> <p>Staff support each other with information when required in relation to safeguarding</p> <p>Head Teacher reports all young people aware and understood policy and that positive behaviours would lead to rewards. I.e. pizza.</p>	<p>Ensure all new YP understand behaviour reward system.</p> <p>Evidence of disconnection between robust policies, practice and how YP experience them.</p> <p>Specific RSHE (Relationship, Sexual, Health Education) sessions addressing consent and sexually problematic behaviour.</p> <p>Relationship building between staff and students.</p> <p>Increased understanding of diverse backgrounds by whole school community.</p>



			Some young people report that school is not always aware of background or past trauma.	<p>(RSHE) School has bought in an accredited level 2 award for Relationship, Sex and Health Education Programme that is taught 2 hours per week. This includes information around healthy relationships and diversity.</p> <p>RSHE some young people report that they learn about sex and get a qualification.</p> <p>Outside agencies used to enhance curriculum.</p> <p>New kitchen fitted allowing students and staff to cook and eat together.</p>	
	Neighbourhood spaces (specify)	Historical issues between two street groups across ethnic groups in the area: (ethnicities redacted).		No young people report feeling unsafe during their journeys to and from school.	



	<p>System challenges</p>		<p>Due to school systems and capacity, those staff who witnessed the incident emailed DSL with record but didn't record it on the log or complete referral to local Extra-Familial harm panel.</p> <p>There are 3 databases for recording safeguarding, behaviour and attendance that do not link. Difficulty to easily draw out themes / run reports.</p> <p>Incident has been reported as behavioural incidents, not as peer-on-peer abuse</p>		<p>Information sharing is not first-hand.</p> <p>Identifying and the recording of peer-on-peer abuse.</p> <p>Systems don't allow tracking patterns of certain types of behaviour.</p> <p>DSL capacity and training across the locality.</p>
<p>Identified interplay between these above factors</p>	<ul style="list-style-type: none"> • Young people lack an understanding of extra familial harm (EFH) specifically and consent • Peers lack cohesion and an understanding of each other's backgrounds and cultures • Some students lack trust in relationships with staff, and an understanding of each other's backgrounds and cultures • Evidence of a disconnect between home and school • New RSE Curriculum in place. • Robust policies in place specific to a pupil referral units, however some evidence of lack of understanding from staff and students • Some staff unclear on the meaning of EFH • Wider systems question - DSL capacity and training regarding EFH 				
<p>Context-weighting decision</p>	<p>I have concerns regarding the culture within the context of the school</p>				
<p>Summary of contextual concerns that will be addressed through intervention and desired outcomes</p>	<ul style="list-style-type: none"> • Young people and staff need to come together regularly to specifically understand each other's diverse cultures and backgrounds - Open Access to facilitate an initial session with staff and students • Open Access to facilitate a Young Men's group focussed on healthy relationships, consent and understanding sexual harassment and harmful sexually behaviour • All Staff and Young People to eat together once a week • Check support and resources from the multi-agency offer • School staff to improve home/school link and prioritise using interpreters where needed 				



	<ul style="list-style-type: none">• If requested / required school to share information with families regarding ESOL Courses (English Lessons)• RSHE(Relationship, Sexual, Health Education) needs to be tailored to enable students to gain understanding on EFH specifically around violence, consent, sexual harassment and sexual assault. Furthermore, on how to identify and report harm and what they can then expect to happen.• Continue to use agencies within the setting, consider agencies to support understanding the diverse community in school and agencies within the community that's work focuses on safety.• Refresher training for staff on key policies• All staff need to be confident to challenge harmful behaviour and attitudes every time• Open Access to share with staff Brooke Advisory Tools on how to manage disclosures of sexual harassment, assault and consent
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