

Safeguarding guidance for all staff and governors

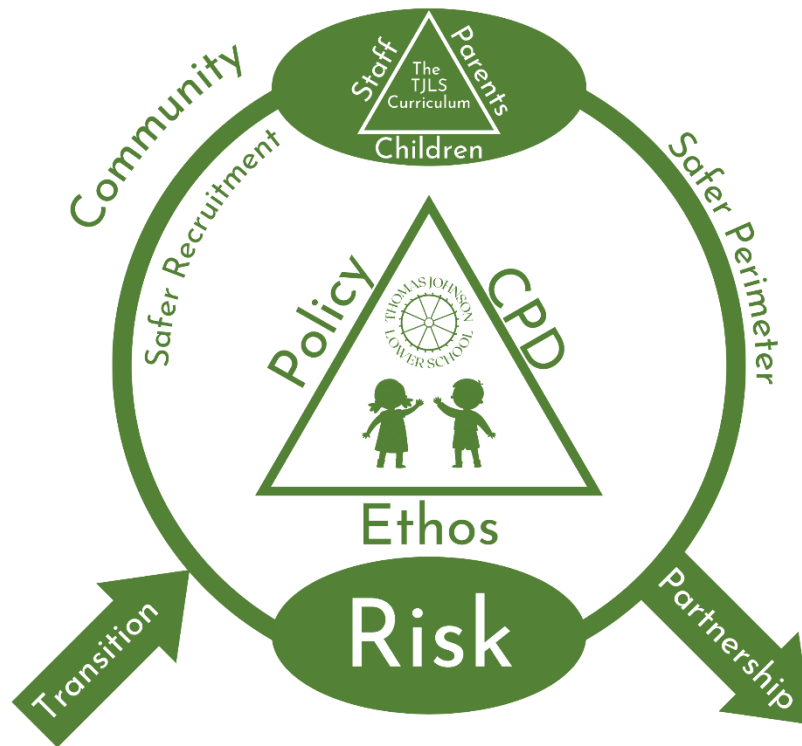
January 2023

Review by September 2023 – and then every September after that

Our approach to safeguarding

At TJLS, we place the child at the centre of everything we do.

The graphic below outlines how we do this.



Children

- Children, and their safety and protection, are at the centre of everything we do.

Protection triangle

- We keep children safe and protect them from harm through the principles of our protection triangle.
- **Ethos.** Every child has the right to feel safe and be protected from harm. We achieve this through a culture of vigilance, professional curiosity and high expectations around the school. Our ethos ensures that we build **engagement**, form **relationships** and develop **trust** from our children. These are foundational requirements of a safe environment.
- **CPD.** All staff are suitably and regularly trained in safeguarding practices. This is updated annually and follows the flow of our safeguarding training schedule.
- **Policy.** Our safeguarding practices are informed by a set of key policies which are reviewed annually. The policies are regularly shared with staff and they are used in scenario-based training opportunities to strengthen the knowledge, understanding and skills of all our staff members.

Safer Recruitment

- At least one person conducting any interview for a post at the school will have undertaken safer recruitment training.
- This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.
- The Headteacher is Safer Recruitment trained.
- We believe in values-based recruitment.
- This means we look to understand the values of all candidates and consider this when making a recruitment decision.

Safer perimeter circle

- The safer perimeter of our school includes the physical and practical measures we take to ensure children and staff are kept safe.
- All visitors are required to sign, where a visitor badge, and have all their credentials/ID checked and cross-referenced as appropriate.
- Our internet provider filters out any inappropriate content and this firewall is tested regularly.
- Daily checks of the site before the school day are conducted to ensure the physical security of the school is appropriate.
- External doors and gates that are not protected by a further line of security are kept closed unless the door is being used by adults to enter/exit the building.
- The school is intruder alarmed.
- The school is fire alarmed.
- There is a CCTV unit at the front of the building.

The TJLS Curriculum

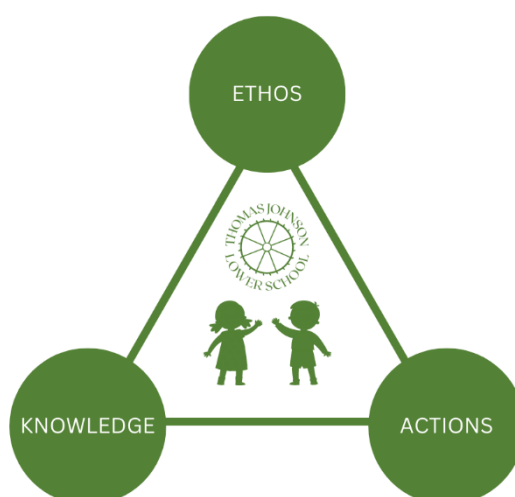
- Safeguarding is placed as a golden thread throughout our entire curriculum.
- It is carefully sequenced and progressive for **children**, robust and rigorous for **teachers**, and openly shared and communicated with **parents**.
- The following aspects are addressed in the following ways:

Safeguarding Area	Actions
Child Protection	<ul style="list-style-type: none"> • Direct teaching – e.g. NSPCC assembly – pants campaign. • TJLS Helping Hand – suggests people children can talk to and includes number for Childline. • PSHE curriculum – e.g. teaching children to recognise people it is “safe” for them to talk to and share feelings with, or teaching children the difference between secrets and surprises.
Attendance	<ul style="list-style-type: none"> • Weekly Attendance Bear – for the class with the highest attendance. • Regular messages about the importance of regular attendance and being on time.
Transition	<ul style="list-style-type: none"> • Transition days – visit to new classroom. • Regular links with Marston Middle School – including children visiting for various events and staff from MV coming to visit us. • Bespoke transition plans for vulnerable children. • Specific teaching in PSHE about change / moving on / new challenges. • Transition focus groups for vulnerable groups.
SEND and Inclusion	<ul style="list-style-type: none"> • Learning Toolkit • Play Leaders • PSHE units • Protective Behaviours where relevant
Curriculum	<ul style="list-style-type: none"> • PSHE units – see below objectives linked to developing children’s ability to stay safe. • Science Curriculum – coverage includes teaching on nutrition, human body, staying safe, healthy lifestyle. • Computing Curriculum – Online Safety Culture. • Design and Technology – food and nutrition. • PE - active lifestyle, safety in water (Y4) • Teaching of British Values

First Aid and Medical Needs	<ul style="list-style-type: none"> • PSHE curriculum – e.g. using medicines safely, differences between medicines and drugs, knowing what to do if someone is injured. • Self-care education where required.
Online Safety	<ul style="list-style-type: none"> • Safer Internet day. • PSHE curriculum. • Computing Curriculum. • E-safety displays.
The School Environment / Health and Safety	<ul style="list-style-type: none"> • Children are taught the importance of PE – safe use of equipment. keeping school clean and tidy. • DT / Science - safe use of equipment • SHINE Rules. • Classroom / school equipment – children are taught to use this safely e.g. scissors • Playground rules • Guidelines for safety on trim-trails/safety, climbing frame. • PSHE curriculum.
A listening school	<ul style="list-style-type: none"> • Helping Hand. • SHINE Rules. • School Council – Pupil Voice. • Classroom ethos – explicit teaching of SHINE and core habits • Behaviour Policy – Rewards and explicit behaviour levels ladder • PSHE curriculum
Behaviour management	<ul style="list-style-type: none"> • SHINE rules • Behaviour levels ladder • PSHE curriculum • Focus Cards • Rewards and consequences
Anti-bullying policy	<ul style="list-style-type: none"> • PSHE curriculum • Helping Hand

Risk

- We identify risks to our children by using the knowledge we have about them, the data we collect about their welfare (CPOMS), the contextual awareness we have, and the messages/signals we receive from appropriate bodies.
- We minimise risk by using a triangular approach outlined below:



Community

- The school makes every effort to engage with the wider community.
- In doing this, we manage the risks carefully and ensure that every possible step is taken to safeguard and protect our children.
- We consider carefully the information we want to share in the public domain and always perform checks on any visitors or speakers entering our school.
- When engaging in trips and visits out of school, we use a robust system (Evolve) to risk assess and manage the activity.

Transition

- Home visits for new starters in EYFS.
- A regular communication schedule for new starters.
- Relationships with other EYFS providers.
- Transition days – visit to new classroom.
- Regular links with Marston Middle School – including children visiting for various events and staff from MV coming to visit us.
- Bespoke transition plans for vulnerable children.
- Specific teaching in PSHE about change / moving on / new challenges.
- Transition focus groups for vulnerable groups.

Partnership

- The school makes every available effort to work with local partners.
- This may include children's social care, school nurses, local safeguarding hub, and the local police.
- The school makes use of local partners (SEN team and behaviour support) to engage with children's SEN needs – and there is always a safeguarding discussion around this activity.

Safeguarding

Engagement, Relationships, Trust	Anti-Bullying	Culture of vigilance
Health, safety and site standards	Whistle Blowing	Governance
Safer Recruitment	Code of Conduct	Safer Working Practices
Online Safety	Vision and Ethos	Environment
SEND and Inclusion	Curriculum	First Aid and Medical Needs
Child Protection	Attendance, exclusions and children missing in education	Transition

Thomas Johnson Lower School

The 5 Rs

Recognise	<ul style="list-style-type: none"> • Local risks • CHIMAT data • Observations of children and families • Contextual awareness • Culture of vigilance
Respond	<ul style="list-style-type: none"> • Monitor • Discuss with parents/carers • Refer to children’s social care • Police
Refer	<ul style="list-style-type: none"> • Children’s social care • Police • NSPCC • Whistle blowing • LADO
Recording	<ul style="list-style-type: none"> • CPOMS • Decision log • Accident log • Monitoring of policy
Reflect	<ul style="list-style-type: none"> • Lessons learned • Actions moving forward • Review of policies, procedures and processes • Analyse data • Consistent practice • Supervision

Our 5 step protocols

- As a school we use 5 step protocols to inform how we respond to specific situations.
- The creation of these protocols is collaborative and constantly open to review depending on lessons learned.

Disclosures

1. Listen carefully to the child by making an effort to get down to their level.
2. Use TED. Tell me, Explain to me, Describe to me.
3. Write down exactly what the child says.
4. Make no promises about secrets, but be reassuring.
5. Alert the DSL in person immediately if the disclosure is urgent – or on CPOMS by 12pm if in the morning – and by 3.20pm if in the afternoon.

Child not collected from school

1. Reassure the child and make sure they are settled somewhere in school.
2. Call the child’s first emergency contact. If no response, work through the other contacts in order.
3. Record the late collection on CPOMS.
4. If unable to contact anyone by 4pm, then call the Access and Referral Hub for further advice.
5. Ensure the child is safe and supervised.

First aid and minor accidents

1. Get down to the child's level, listen to them and offer reassurance.
2. Administer first aid as needed.
3. Write out the accident report in full (by describing the injury), sign it, photocopy it and pass to class teacher.
4. Complete the separate accident log book. Multiple children can be listed here. Describe the accident/incident, child voice point of view, and the action taken.
5. Teacher to speak to parents/carers at the end of the day.

Head bumps

1. Reassure the child and assess the injury.
2. Compress with an ice pack and offer any other first aid treatment.
3. Write out the accident report in full (by describing the injury), sign it, photocopy it and pass to class teacher.
4. Complete the separate accident log book. Multiple children can be listed here. Describe the accident/incident, child voice point of view, and the action taken.
5. Alert the office so parents and carers can be notified.

Collating accident reports

1. Headteacher to review the accident log on a weekly basis.
2. Collate on to a tracking spreadsheet.
3. Identify any trends.
4. Address any issues.
5. Report to governors termly.

Children entering school at the start of the day

1. School doors open at 8.50am and a bell rings to indicate the start of the day.
2. A member of staff remains on the door and takes any messages as needed.
3. Children in Years 1, 2, 3 and 4 enter the building through the door in the 'yellow' corridor.
4. Children in preschool and Reception enter through the door on the patio.
5. Member of staff closes the doors at 9am and any children arriving after this time must enter via the front office.

Children exiting the school at the end of the day

1. Children walk out of the school in alphabetical order.
2. All children stay with the class teacher.
3. When the class teacher sees the collecting adult, they release the child to them.
4. Any children not collected by 3.25pm must be brought back inside the building.
5. Then follow the 5 step protocol for children not being collected from school.