The 3-18 Education Trust

Safeguarding and Child Protection Policy
School-Specific Procedures
Hodnet Primary School

DRAFT

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www.3-18education.co.uk

Appendix D: School Specific Safeguarding Procedures

At Hodnet School, we follow the Trust Safeguarding policy to ensure we embed a culture of safeguarding at the heart of our practice. We want all children and young people to come to school with the ability to thrive and achieve a sense of belonging within school and their wider community. Below outlines school-specific procedures to support this.

Working Ways:

At Hodnet we establish respectful working relationships built on a firm foundation of belonging. We have a strong safeguarding culture of sharing information to keep our children safe. Our dedicated safeguarding team support each other with weekly supervision sessions in addition to regular time for meetings to discuss other key areas, such as SEND, Behaviour and Attendance, all areas which are led by SLT members, enabling collaborative thinking between Safeguarding and the other key areas ensuring that connections are made and support is offered.
We work with parents and carers and other professionals in the best interests of our children. We hold face to face meetings, teams or phone calls as required. Face to face contact when discussing a safeguarding concern is our preferred approach if possible. Hodnet School works with agencies including statutory safeguarding partners, social care and social workers to support vulnerable children and their families. We hold regular meetings in school (or externally) for pupils as required based on the support plans or CP plans in place to safeguard and support families and children. We take part in partnership forums/events and access multi-agency meetings and training as required, such as MARAC or Strategy meetings. Where necessary we facilitate additional family meetings in conjunction with the support required. For children who are potentially at greater risk of harm, we ensure that staff are aware of risks and potential dangers to enable them to support children as required. We attend regular meetings to review plans and resourcing in place, we deliver programmes of support as required and work with multi agency professionals to ensure up to date record keeping. We host Family Help drop sessions as required, working with the Family First Partnership service to provide these. We ensure parents are aware of these and other sessions led by the parenting team. We also signpost families to the local drop in service available every Tuesday at Raven House, Market Drayton.

Our weekly newsletter features a safeguarding update to ensure important messages or reminders are available to our family community. We also ensure a safeguarding bulletin is part of our weekly staff and team meetings. Our school website contains up to date information on our safeguarding pages within the parents area in addition to updates or news. We have dedicated pages for Safeguarding, Early Help/Family Support and Online Safety and a signpost for our of hours contacts for safeguarding.

At Hodnet Primary School, **children can share their worries** by:

- Speaking to a member of school staff, regardless of role, all staff are trained to keep children safe.
- Recording feelings (written or pictorially) and placing in the worry boxes around school. One per class, one in the hall and one in the learning room.
- Sharing feelings in our PSHE sessions or assemblies. These can then be addressed on a personal level either 1: or in a small group.

- Sharing feelings in emotional support sessions led by the pastoral team (Relax Kids, Chill Skills groups or 1:1 sessions with Mrs Mason or Mrs Clasper (manage your monster sessions etc) or other support staff).
- With individuals conducting therapeutic sessions, such as key workers provided by specific support teams. (eg Play Therapy)
- Accessing online support through NSPCC or CEOP or BeeU sessions such as Kooth.

At Hodnet Primary School, **staff can share their worries** by:

- Contacting a member of school staff.
- Sharing concerns with the SLT members and/or DSL's.
- Speaking to Trust team members or contacting HR or other adult professional services via the Trust Viv Up scheme.
- Contacting the LADO or the Shropshire LA for advice or to report concerns.

At Hodnet Primary School, **parents/carers can share their worries** by:

- Contacting a member of school staff directly.
- Sharing concerns with the SLT members and/or DSL's.
- Sharing concerns with the LA Safeguarding team via the First Point of Contact team.

Children potentially at greater risk of harm

These named professionals support pupils and families in school.

SENDCO	Ceri Williams
Designated Teacher	Ceri Williams
LAC coordinator	Ceri Williams
Family Help Coordinator	Penny Lyall
Mental Health Lead*	Jenny Darmanin
Learning Support (ELSA)	Jo Mason & Kirsten Clasper
Intervention teacher	Mrs Chaplin

*Our Mental Health Action Plan can be obtained upon request.

At Hodnet we are fortunate to employ a pastoral support and intervention teacher, Mrs Mason. She meets with Mrs Lyall and all staff on a half termly basis to identify possible mental health problems, or more frequently as required. Miss Darmanin also works with the North Shropshire Mental Health Support Team who support us in school on a half termly basis. We are also a link school for the Future In Mind programme and attend their regular training and update sessions. We ensure staff have the opportunity to discuss the needs of their pupils. Behaviour and emotional needs are one of the key focus points for our pupil progress termly meetings held by the Headteacher with all teachers to discuss their classes. Parental consent is required for intervention programmes led by the North Shropshire Mental Health Support Team. Parents are also informed and consulted if a child is identified as requiring support from Mrs Mason. Any pupils who may require a referral to the BeeU (formerly CAMHS) team, require a parental meeting with either Mrs Lyall, Mrs Williams (SENCO) or both. We adhere to national guidance Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)

Intervention routes/pathways:

- Initial concerns raised
- Meeting with school staff to discuss
- Meeting with parents
- Meeting with the LA Education Access / Inclusion team may be required if impacting on attendance
- Plan of action –
    - Initial work with Mrs Mason, or
    - Referral needed to North Shropshire Mental Health Support Team, or
    - Family Support referral required, initial meeting with Dee Becket may be required, or
    - Evidence obtained for a Bee U referral,
    - Referral to Bee U with the necessary evidence required to support such a referral.

Mrs Williams and Mrs Mason ensure extra pastoral support and attention are provided for these children in line with SEND code of practice and The SEND local offer | Shropshire Council including additional review meetings to ensure interventions are meeting needs, parental involvement to ensure families are being supported to the best of our ability and impact are all considered. Where children are unable to attend school due to a health need, we ensure the LA Education Access / Inclusion team are involved and appropriate support, including reduced timetables (if necessary) are impacting on the children and families. Education for children with health needs who cannot attend school .

At Hodnet school, we reduce the additional barriers faced for children in line with the Equality Act 2010: advice for schools. We ensure all children are taught to be respectful, tolerant and understanding of differences within our school community and the wider community. Our PSHE and RSE curriculum address difference and family relationships, ensuring that children are taught at an age appropriate level to appreciate and accept others.

Our DSL's review or share information in the following ways to ensure safeguarding procedures remain robust and up to date.

- Weekly SLT supervision and CP meeting to review cases
- Half termly behaviour meetings (or more regular as required)
- Half termly SEND progress meetings with the SENDCo (or more regular as required)
- Half termly Mental Health support team meetings (or more regular as required)
- Half termly Pastoral interventions meetings (or more regular as required)
- Half termly academic intervention meetings (or more regular as required)
- Half termly class teacher pupil progress meetings with the Headteacher
- CPOMS half termly audits with other linked trust schools
- Working with external providers such as preschool staff to ensure quality of provision and consistency on site.
- Annual online safety audits using 360 safe, implementing and reviewing actions and working through the progression document linked within 360 safe to ensure high quality provision within school.

Teaching our children how to keep safe

We use current school contextualised safeguarding to ensure that local needs are covered in our curriculum in addition to wider local and national concerns. We review data using our record keeping systems and information sharing procedures to ensure we identify patterns and trends. We use 360 Safe as a tool to audit our Online Safety curriculum offer and review this at least annually.
Elements of safeguarding features within learning in lessons such as PSHE, RSE, Computing, Reading Skills and Science. In addition to specific learning points within assemblies, workshops, visitors, visits, reminders or prompts and intervention groups. Below is an overview of learning opportunities within specified areas of safeguarding.

	Online safety	Personal safety	Safety in the world around us	Relationships, friendships
EYFS	• Information sharing • Use technology safely	• NSPCC Pants • Basic hygiene • Healthy eating	• Stranger Danger • Safer Schools involvement • Risk – forest schools, learning to take a risk	• Trusted adults to speak to • Attachments • Behaviour – right from wrong
KS1	• Login, passwords, stranger danger • Online bullying • Image sharing • Private information	• NSPCC Pants • Washing hands • Drugs and alcohol awareness, medicines • Household products awareness • Body awareness • Healthy choices	• Safer Schools involvement • Fire safety – petty arson, hoax calling • Road safety • Hazards watch • Being responsible	• Touch • Comfortable / uncomfortable • Behaviour boundaries • Asking for help
LKS2	• Online games, information sharing • CEOP, how to report a problem • Making friends online • Online bullying	• NSPCC Pants • Staying healthy – medicines • CPR & first aid, calling for help, bits and stings • Risks of smoking • Asthma • Swimming – risks, pool safety, calling for help. Following the rules.	• Road Safety • Safer Schools involvement • Safety around windows (leaning out) • Being responsible – stealing • Road safety - Texting when driving • Being responsible, coming home on time.	• Risk, dangers and consent • Knowing our bodies, growing up changes. • Lifeguards • Asking for help • Trust
UKS2	• Online platforms, clothing on line, no uniforms. • Image sharing • Media influences, pressure • Apps • Online friends • How data is used online	• NSPCC Pants • CPR, basic life support • Bleeding • Illegal drugs • Head injuries • Choking • Puberty	• Bikeability • Safer Schools involvement • Being responsible - drugs and alcohol	• Consent in relation to relationships • Peer pressure • Water safety – self save and helping others in need. • Managing risks and pressure • How to seek advice

Key safeguarding roles and local contacts

These named professionals support pupils, families and staff in school.

Designated Safeguarding Lead (DSL)	Penny Lyall
Deputy Designated Safeguarding Leads (DDSL)	Ceri Williams, Jenny Darmanin, Emma Noden
Safeguarding link governor	Jenny Rogers
Operation Encompass key adult	Penny Lyall
LADO	Michelle Taylor
SCR lead practitioners	Dawn O'Connor & Penny Lyall maintained on SAM People.
Prevent & Chanel lead practitioner	Penny Lyall

If concerns are raised about a child the following local referral routes are actioned:

- Immediate risk of harm or urgent medical need – call 999
- A child is being harmed or it as risk of harm – contact First Point of Contact team (FPOC) on 0345 678 9021 and complete the required MARF paperwork
- For non urgent concerns – contact the Children's referral portal

At Hodnet we ensure that information is shared with the appropriate staff members and record keeping is timely using CPOMS. Operation Encompass alerts to notify school of domestic incidents resulting in police intervention, received from the OE team, are shared timely with necessary staff to ensure there is an awareness of potential needs and enabling support to be provided.

Our site and premises

Hodnet school has a secure site with a fixed full perimeter fence and controlled access gates and doors, only enabling access to those with entry fobs/cards or keys. All visitors are required to sign in in our office area and will be provided with a suitable lanyard and visitor photo ID printed sticker based on their checks and vetting before being allowed entry to the main building. Yellow lanyards indicate a visitor has been fully DBS checked, green lanyards are for our governors and red lanyards indicate a visitor who is not DBS checked and will therefore be accompanied at all times as required for their short visit. Such visitors who do not have a DBS will either be denied entry or will be escorted and supervised at all times based on need and will not be able to be alone with children. We teach our children to be vigilant about our lanyard system. All staff and Trust staff are required to wear their lanyard at all times.

We have comprehensive emergency procedures which all staff are familiar with, including overview documentation for quick recall of what to do in an emergency situation, such as fire drill, emergency evacuation or invacuation (lockdown).

Children are supervised at all times within the expected ratios (1:5 for 2yr olds, 1:8 for 3yr olds, 1:16 for wraparound care and 1:30 for classes). A DSL is contactable at all times to support during wraparound care hours. Any intervention spaces such as our Nurture Nook and Learning Room have clear visibility and we ensure that only staff who are suitable with the correct checks and vetting procedures are able to work with the children 1:1.

Personal care and intimate care:

To ensure privacy, dignity and safety we provide safe spaces for pupils to get changed for PE or sports clubs. We use multiple spaces including our accessible toilet to ensure we can provide single-sex changing areas. Our toilets are single sex spaces.

Further information about intimate care, toileting and nappy changing procedures can be found in our intimate care policy. Information about safe sleeping and dignity can be found in our safer sleep procedures .

On residential visits or overnight activities such as our starry night sleepover, the girls and boys use separate areas for changing and sleeping which are clearly separated and defined. For example the glamping pods for our residential visit are single sex only. Single sex toilets are used. During the sleepover the children sleep in the hall with equipment used to divide the room and staff positioned between the children, also for this event the children have separate class bases based on their gender.

Physical intervention and restrictive interventions

The following staff are trained in the use of reasonable force using a Team Teach approach.

Penny Lyall	Headteacher
Jenny Darmanin	DHT, DDSL, KS2 lead
Laura Bessant	KS1 lead

Incidents are recorded using our record proforma which is logged on CPOMS and parents informed on the day.

Off-site visits, residentials and alternative provision

Residential visits are thoroughly risk assessed and quality assured by a pre-visit and obtaining their necessary paperwork such as policies, procedures and risk assessments. Only accredited residential sites are used. We currently use OakerWood Leisure in Leominster.

The following procedures are in place:

- DSL on site at all times.
- School safeguarding procedures followed at all times.
- 1:10 ratio.
- RA completed and approved by Shropshire LA prior to the visit taking place.
- All activities fully risk assessed and children supervised in line with ratios based on the activity.
- Medical administration procedures to safeguard staff and children including the safe storage of medicines and safe administration and recording.
- Procedures for bedtime to ensure safety with staff only going to bed once the children are asleep and checks made throughout the night.
- Procedures for down time to ensure safety. Supervision at all times.
- No electronic devices or mobile phones or smart watches are permitted to ensure safety.
- Photographs taken using staff ipads only and shared in accordance with school policy.

Devices, images, and filtering and monitoring

Miss Darmanin is our senior leader responsible for Filtering and Monitoring supported by Penny Lyall. The Filtering and Monitoring is reviewed The Filtering and Monitoring systems are reviewed in weekly DSL meetings in addition to termly and annual audits.

Mobile phones are only permitted to be used by staff and only in office areas. They must be stored securely in the office areas and/or staffroom throughout the school day. Children are not permitted to use mobile phones on school site. Any phones brought by pupils must be by agreement of the headteacher and must be stored in the office. Smart watches are not permitted to be worn by children.

Our local safeguarding context

At Hodnet school our contextualised safeguarding concerns are:

Concerns	School's response
Socio-economic climate - drug use and drug availability within the village, basic care linked to oral health, financial pressures, home conditions, presentation	Drugs education taught as part of RHSE. Vigilance and staff awareness.
Rural Location – transport limits leading to isolation	Teach road safety, cycling proficiency, educational visits outside of Shropshire
Online activity with a lack of monitoring	Regular online safety messages to parents and children.
CSE/CCE – county lines, online abuse. Telford CSE.	Staff awareness.
Anxiety/Mental Health – increase in family need, SEND pressures, increased ADHD/ASD, school based refusal.	MHST support worker, pastoral intervention programme, collaboration with SENDCO and pastoral offer.
Domestic abuse – operation Encompass alerts.	Awareness, CPD, vigilance. Relationships teaching to reduce misogyny and misandry.

Missing Child Procedures:

Hodnet school has specific guidance for school staff in the event of a missing pupil, both for onsite and off site events. Follow the link to the procedure. Link.