

JTMAT School Specific Safeguarding Procedure

The Forest Family **All Saints CE Rangemore** **Primary** **Needwood CE Primary** **Yoxall St Peter's CE Primary**



Safeguarding Procedure

Implementation: September 2024
Procedure owner: Matthew Baxter
Next review date: September 2025

Please ensure that you share your procedure with your governing body alongside the full JTMAT Policy.

1. Key Safeguarding Contacts

Role in school	Name
Executive Headteacher	Matthew Baxter
Designated Safeguarding Lead (DSL)	Matthew Baxter
Deputy Designated Safeguarding Leads (DDSL)	Jodie Jones (ASR) Donna Preston (NW) Kathy Dingle (YOX) Sally Ward (SENDCo) Jack Andrea (YOX)
Nominated Governor for Safeguarding	Joanne Lowe
Chair of Governors	Aimi Swift
Designated teacher for Looked After Children	Matthew Baxter
Prevent Lead	Matthew Baxter
Mental Health Lead	Sally Ward

2. Links to other procedures and agencies.

Keeping Children safe in Education (KCSIE) 2024 - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/Keeping-children-safe-in-education-2024.pdf)

Please refer to the JTMAT safeguarding policy, behaviour policy and attendance policy.

Our schools receive updates from the NSPCC, Safeguarding Network and Andrew Hall.

We are part of the JTMAT Safeguarding Network.

Our school arrangements for compliance with the guidance below.

[After-school clubs, community activities and tuition: safeguarding guidance for providers](#)

3. Ethos and culture

The Forest Family is committed to safeguarding and promoting the welfare of children. We recognise that this is everyone's responsibility. At The Forest Family, we pay due regard to new legislation when carrying out our duties to safeguard and promote the welfare of children.

The Forest Family works with the procedures set out by the Staffordshire Safeguarding Children's Board, Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2024). We do this by:

- Ensuring that Safeguarding and promoting the welfare of children is everyone's responsibility.
- Ensuring children in our school can share their concerns and ensure that they have a 'voice'.
- Ensuring our staff are trained, regularly and rigorously.
- Ensuring children in our schools are educated through a broad and balanced curriculum offering advice and guidance which allows them to make decision to help keep themselves safe.
- Ensuring we work collaboratively, knowing that no one agency can have the full picture, sharing information in a timely and accurate way and also ensuring that when required, we are not afraid to challenge professionals to ensure the best outcomes for children and young people.

4. Role of staff

All staff are expected to understand that safeguarding is everyone's responsibility. Staff are expected to use My Concern when required, as well as to talk to DSL / DDSL about any concerns.

We continually update staff about safeguarding throughout the school year through: - weekly staff briefings from the Executive Headteacher; staff meetings; twilight training; annual Level 1 refresher training.

5. Roles and Responsibilities of the DSL/DDSL

The DSL and DDSL's keep up to date through the Education Safeguarding DSL Briefings, Trust DSL meetings termly, meeting other DSLs, emails (including NSPCC, Andrew Hall, CST, and reading statutory guidance.

The leadership structure of The Forest Family (one Executive HT, one Head of School in each school, a SENDCo) ensures that there is always cover if colleagues are off site.

The DSL and DDSLs will take an active role in Case Review and Supervision Meetings (monthly).

The induction process for new staff, volunteers and governors is a meeting with DSL / DDSL that includes information about all processes. This includes being given an induction booklet that includes all key information, including safeguarding.

The DSL/DDSLs maintain an understanding of community-based issues through the Headteacher/DSL briefings with SCC and with the JTMAT safeguarding lead.

6. Governing Body

The Local Governing Body carry out their duties to assure themselves and ensure that duties are carried out appropriately in school through: - visits by the safeguarding governor (to include checking the SCR), safeguarding reports; LGB meetings; training.

7. Working with parents and carers

At The Forest Family we update parents about safeguarding through our weekly newsletters, as well as our website. We also utilise our notice board in reception at all three schools.

8. Specific Safeguarding Issues

We train staff and governors on specific safeguarding issues through the following methods: - weekly staff briefings, 'bitesize' training sent by email, CPD sessions in person and online.

A safeguarding calendar is used every school year to plan for different CPD, briefings and information about specific safeguarding issues.

The Single Central Record (SCR) is maintained by the Office Manager at all three schools.

The SCR is checked by the Executive Headteacher and the safeguarding governor on a termly basis.

9. Site Security

- Gates are kept closed during the school day; visitors gain access through the main entrance.
- New security fencing has been installed at both the All Saints and Needwood school sites (Summer 2023).
- At Yoxall there are two entrance gates, which are both locked at 8.55am, then opened at 3.10pm.
- Visitors, volunteers, and students must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. School has a clear system of ensuring staff are accompanied / supervised by regulated staff member. Any visitor on site who is not identifiable by a visitor's pass will be challenged by any staff

member and this will be reported to a member of the Senior Leadership Team.

- Parents, carers, and grandparents attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- At least two members of staff are always on duty at break times.
- A health and safety audit are completed annually with risk assessment/safety planning and forms part of the Governors annual report. This will include a fire evacuation and Prevent risk assessment.
- The risk management of site security is managed by senior leaders/governance, and we have a clear system of risk assessments and review timescales of these.

10. Safeguarding Induction

Safeguarding Information Sheet for new or supply staff, regular visitors or volunteers. *Our visitors safeguarding sheet is the same document.



The Forest Family - Safeguarding Information for Staff

Safeguarding is EVERYONE'S responsibility. If you have any question, at any time, please see one of the DSLs/SLT. A copy of the JTMAT Safeguarding Policy is available on the website. Please speak to Reception if you require a copy.

The Designated Safeguarding Lead (DSL) is:

Matthew Baxter



The Designated Deputy Safeguarding Leads are (DDSL):

Jodie Jones Donna Preston Kathy Dingle Sally Ward

Safeguarding & Child Protection?

Safeguarding
Describes how we keep
all children safe

Child Protection
Describes the actions we
take for children affected
or who are likely to be at
risk of significant harm



The Designated Teacher for Looked after children,
Prevent and Anti-Bullying is:

Matthew Baxter



The Designated Governor for Safeguarding is:

Jo Lowe



Guidance on responding to a disclosure

- Stay calm
- Listen carefully to what is said – keep eye contact and avoid any distractions, e.g. do not make notes during the conversation
- Do not promise to keep secrets - the information will need to be shared
- Allow the child to continue at their own pace
- Only ask questions to clarify - and only ask open questions
- Reassure the child that they have done the right thing by telling
- Tell them that you will share the information to help them
- Write down what the child said in their words after the conversation on the form from office.
- Do not take photographs or ask to see an injury
- Report your concerns to a DSL immediately
- Login to **My Concern** to report a concern if DSL not available or they ask you to report

Staffordshire Childrens Advice & Support (SCAS) - 0300 111 8007
Emergency Duty Team (outside office hours) - 0345 604 2886. If you believe the child to be at risk of immediate harm, this must be reported to the police on **999** or **101**. Once you have reported to the police, please contact the Staffordshire Childrens Advice & Support or Emergency Duty Team.

Mobile Phone Use

As a rule, staff are not allowed to make and receive calls, or send texts when working with children. Use of mobile phones should be limited to lunchtime, during breaks and not used when in the same vicinity as students. Mobile phones should be kept away, out of view and there should be no use of the camera function at any time unless specific permission has been given.

PREVENT

The Counter Terrorism and Security Act includes the duty to Prevent people from being drawn into terrorism. There are four key duties for schools: Identify local risks, identify at risk students, work in partnership with other agencies and to keep children safe online, where much of the radicalisation takes place. If you have any concerns about a child through changes in behaviour, actions and anything that they or others say about them identifying them as vulnerable and 'at risk' children, please complete the cause for concern PREVENT log which can be found in the main office and staff rooms.

Whistleblowing

If you have any concerns about a member of staff or adult in school in the first instance talk to the Headteacher. If you have concerns about the Headteacher contact the Chair of Governors. Alternatively, the contact information below can be used to share concerns.

The First Response Team can be contacted on: 0800 1313126 or out of hours on: 0845 6042886

Staffordshire County Council's Local Authority Dedicated Officer (Safeguarding) can be contacted on:

(01785) 278958 or mobile: 07580 805368

Emergency

Fire Safety - We take fire safety risk seriously and have systems in place to manage fire safety but the risk of fire may still be present, it is therefore important that you are aware of procedures.

Both schools have fire risk assessments and procedures in all rooms.

What to do if you discover a fire

If you discover a fire you should activate the nearest break glass point and ensure 999 is called.

What to do if you hear the alarm

On hearing the fire alarm (continuous ring on mains or hand bell) Evacuate the building quickly but calmly. Do not collect belongings. Make your way to the assembly point on the playground (which can be found on the Emergency Action notice at the exit of all rooms.)

EMERGENCY—Green and white rectangles provide emergency information and lead to a place of safety. Stay at the assembly point and do not enter the building until you are told to do so by someone in authority.

Lockdown Procedure

Secure Emergency services. Ensure all children and staff are safe, Evacuate if this is the safest option. If exiting the building IS NOT possible follow lockdown procedures. LOCKDOWN - SHORT BLASTS ON WHISTLE OR VOICE - 'LOCKDOWN'. Stay safe in the nearest room. Close and lock the door. Cover the door and windows. Keep quiet and act as if no one is in the room. Stay in rooms out of sight until given the all clear.

11. Domestic Abuse – Operation Encompass

We are an Operation Encompass school and act appropriately when we receive an alert to support the children in our school.

12. Mental Health

All staff have an important role to play in supporting the mental health and wellbeing of our pupils and **are** aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Only appropriately trained professionals will attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to **observe** children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACE), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Guidance and helpful documents: -

- [Mental Health and Behaviour in Schools Guidance.](#)
- [Addressing Trauma and Adversity](#)
- [Preventing and tackling bullying](#)
- [Every Interaction Matters](#)
- [MIND-Parenting Capacity and Mental Health](#)
- [NSPCC-Mental Health and Parenting](#)

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and by speaking to the designated safeguarding lead or a deputy.

Two Senior mental health leads work across the three schools.

13. Online Safety

[School Procedure for Online Safety \(theforestfederation.co.uk\)](http://theforestfederation.co.uk)

- 1) Our effective approach to online safety includes curriculum work, and promotion of key online safety days and events to raise awareness among all stakeholders.
- 2) We use Securus for our monitoring.

- 3) We protect and educate the whole school community in their use of technology through lessons, assemblies and workshops. We have established mechanisms to identify, intervene in, and escalate any incident where appropriate? We use specific class discussions and nurture sessions to address incidents and issues.
- 4) Online safety is embedded throughout the curriculum and we ensure policies and procedures include this.
- 5) Links to other policies where online safety is considered i.e. Online Safety Policy/Staff Code of Conduct/Behaviour Policy [The Forest Family - Policies and Procedures \(theforestfederation.co.uk\)](https://www.theforestfederation.co.uk/policies-and-procedures)
- 6) Curriculum planning and enrichment [The Forest Family - Curriculum Information \(theforestfederation.co.uk\)](https://www.theforestfederation.co.uk/curriculum-information)
- 7) We engage parents through information evenings/weekly newsletter/Twitter (X)
- 8) We are meeting the Cyber security standards for schools and colleges through annual training (GOV.UK.) for all staff. Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for school staff - NCSC.GOV.UK.

14. Prevent

The SPOC for our school is Matthew Baxter.

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done using specialist online monitoring software, which in this school is called Securus.

15. Child on Child Abuse

Allegations of child-on child abuse are recorded on My Concern. Records are also kept in files in the HT office. We have nurture support available for all children in our schools. We work hard to build relationships so that children know they will be listened to.

We have a safety plan template for responding to child on child abuse or concerns.

Safety plan template

Safety plan for: (names of children)			
Completed by:		Date:	
Attendees: (those who have contributed to the plan)			

Identified concern or risk	Action(s) required	Responsibility	Date for review	Additional information (e.g. rationale for action)
Contact between the children				
Other arrangements in school				
Other arrangements outside school				

Safeguarding Induction Checklist (Please add if appropriate)

Name:

Date:

	<u>Criteria</u>	<u>Comments</u>	<u>Signature</u>
DAY 1	Welcome		
	Employment Checks Complete		
	School Background information: Pupils, Ofsted, Community/Special		
	School Structure, Governance arrangement		
	Keeping Children Safe in Education, Part 1 issued and explained		
	School Ethos explained		
	Role & Responsibility: reporting structure, Safeguarding role in school		
	Name of DSL, role described and contact details		
	Role of the Governing Body-members		
	Staff Conduct of Code Policy Behaviour Policy Children Missing from education process		
	Confidentiality and breaches		

	General Data Protection Act		
	Health & Safety: Fire procedures and Fire officers (review date)		
WEEK 1	Meet with Head teacher & DSL		
	Physical Intervention Leads Other leads: CSE/Prevent/LAC/SENCO/IT lead		
	Named Governors Safeguarding- Chair-		
	Pastoral Support Officers/ behaviour/ attendance		
	Alternatives to reporting in school in an emergency		
	Signs and types of Abuse		
	Where to find safeguarding policy		
	What to do regarding disclosure – reporting systems		
	Policies to read: Health & Safety Complaints Safeguarding Peer on peer abuse policy Code of Conduct Whistle Blowing		

	KCSIE (part 1 or 2) Online Safety Prevent Site Security Behaviour Other: Other:		
WEEK 2	Training needs identified		
	Training needs scheduled		
	Any other issues		
	Review date:		

Date Induction carried out on:

By:

Signed by Employee:

Date of Completion:

Areas to follow up:

Training needs identified