



Individually Strong, Collectively Stronger

Welcoming Safeguarding Statement



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### Welcoming Safeguarding Statement

#### Safeguarding at Allen Edwards:

#### Information for Parents

This booklet aims to give parents and carers an overview of the school's safeguarding procedures. It also explains the role of the school in the prevention of radicalisation and extremism and child sexual exploitation, as two recent additions to a school's duty to safeguard pupils.

Safeguarding is everyone's responsibility and all adults working within Allen Edwards have a duty of care and responsibility to safeguard our pupils.

All schools are required to have a designated safeguarding lead who has additional training to other staff and is the main person that safeguarding concerns or referrals are made.

#### Safeguarding Team at Allen Edwards

At Allen Edwards, the designated safeguarding lead is Louise Robertson (Headteacher). Nicola Harris is the deputy designated lead. If parents have any concerns about the safety of a child, where possible, this should be referred to one of the members of the Safeguarding Team.

Allen Edwards are committed to the safeguarding of all pupils, staff and visitors. Safeguarding is a priority with arrangements in place to ensure all children feel safe and are safe on school premises and during offsite activities.

The school provides a safe physical environment for all its pupils and staff, ensuring that premises are of a good standard. Health and safety arrangements are in place to ensure to current legislation and guidance.

#### Partnerships with Parents

At Allen Edwards we are committed to working with parents/carers positively, openly and honestly.

We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect the child.

Allen Edwards shares a purpose with parents/carers to educate and keep children safe from harm and to have their welfare promoted. Any referral made to Social Care is shared with parents/carers beforehand unless it is inappropriate to do so.

We will always endeavour to preserve the privacy, dignity and the right to confidentiality of the child and parents/carers. The Designated Leader (Louise Robertson) will determine which member of staff needs to know personal information and what they need to know for the purpose of supporting the child.



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Parents/carers will not be consulted before referral to Social Care if the child discloses and of the following:

- Where Sexual Abuse or Sexual Exploitation is suspected
- Planned or actual Female Genital Mutilation

### The views of pupils

In school views of our children are very important to us. We make sure our pupils know that our staffs are always prepared to listen to them. They know that they can report concerns they may have through the following:

- Teachers/Teaching Assistants
- Learning Mentors
- SENCO

### Where to go for more information

#### See our policies

- Safeguarding (Child Protection)
- Behaviour
- Staff behaviour/code of conduct
- Whistle-blowing
- Anti-bullying
- Allegations against staff
- Attendance
- Recruitment and selection
- Internet safety

All of the above policies can be accessed via the school website. Hard copies of the policies are available upon request at the school office.

### External Sources

**Keeping children safe in education: statutory guidance for schools and colleges**, Department for Education (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>)

**Safeguarding children: what organisations need to do to protect children from harm**, NSPCC (<https://www.nspcc.org.uk/>)

**Lambeth Safeguarding Children's Board:** (<https://www.lambethscb.org.uk/>)



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### Key Terms

**Abuse** – abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

**Disclosure and Barring Services (DBS) check** – a certificate of checks carried out on those working with children and vulnerable people. Those who work regularly with children require a more in-depth DBS check.

**Safer recruitment** – recruiting staff using thorough checks on their suitability to work with children, including the right to work in the UK, and mental and physical fitness to carry out their responsibilities.

### What is safeguarding?

Schools have a statutory responsibility to keep children safe from harm. The National Society for the Prevention of Cruelty to Children (NSPCC) defines safeguarding as:

- Protecting children from abuse and maltreatment
- Preventing harm to children's health or development
- Ensuring children grow up with the provision of safe and effective care
- Taking action to enable all children and young people to have the best outcomes

### What are schools expected to do?

Schools must comply with current safeguarding from the Department for Education, called Keeping Children Safe in Education. This means, for example:

- Having a designated safeguarding lead (DSL), who is trained to support staff, contribute to assessing children and liaise with other agencies
- Having a child protection policy, and procedures covering specific safeguarding issues
- Ensuring that adults working in the school are safe to work with children, by carrying out background checks (through the Disclosure and Barring Service) and having someone on interview panels who is trained in 'safer recruitment'
- Ensuring that all staff receive safeguarding and child protection training, and that it is regularly updated

### What does safeguarding look like in our school?

At Allen Edwards, the safeguarding of our pupils is of paramount importance. We recognise that safeguarding is more than a contribution to Child Protection matters and we will use the curriculum generally, and PSHE in particular, to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to age and ability. Pupils will be encouraged to make use of internal systems (speaking to their class teacher, teaching assistant or other trusted adult with whom they may be working in a learning or other context) to whistle blow or raise any issue of safety in confidence. We also recognise and accept that children have a right to be heard and will additionally facilitate this by the use of pupil and school council; assemblies and forum discussions and 'open-door' policy of Senior Leaders.

Our pastoral programme consists of a number of support systems available for all pupils. Pupil's social and emotional development is a key priority in our duty to keep children safe and



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we aim to ensure children have access to a full range of resources to support their needs. These include access to:

- Lunchtime 'Chill Out Zone' for pupils who have difficulties with peer interactions, turn-taking etc
- Relax Kids supports the development of mindfulness and pupil's understanding of their bodies, including which triggers impact on emotional and mental health
- Learning Mentor Support provides emotional support and intervention to overcome barriers which prevent pupils from learning successfully in school. This is in the form of 1:1 and group work as well as whole class intervention where needed
- Family Therapy as and when is needed with designated therapist who works with the school closely
- SEN support by Inclusion Team and SEN Parent Group

### **Peer Support for children via Playground Buddies and Ambassadors**

At Allen Edwards School we believe that with the right training and support, children can help each other to manage low level situations in the playground. This works well and all the children can enjoy helping each other. Adults are always supervising and will assist if needed. The children learn to respect each other, and this inclusive approach helps to boost self-esteem amongst pupils.

### **Other examples of what safeguarding looks like at Allen Edwards**

- We protect information about your child and only share it appropriately
- We respond appropriately to an unplanned absence, or to a pattern of poor attendance
- We ensure parents are kept will-informed of their child's learning and behaviour in school
- We track concerns about children confidentiality
- We follow safer recruitment process when employing staff
- We ensure all visitors or contractors to the school have read and understood the school's safeguarding processes
- Safeguarding, behaviour, attendance and health and safety is a weekly standing item at all staff meetings
- We supervise pupils as they enter and leave the school building at the start and end of the day



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### Radicalisation and Extremism

#### The Prevent Strategy: What does this mean and what does it look like at Allen Edwards

##### What is the Prevent Strategy?

The Prevent Strategy is a government strategy designed to stop people from becoming terrorists or supporting terrorism. It responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views.

##### How does the Prevent Strategy apply to schools?

Schools have a duty to safeguard children from radicalisation and extremism. We have a responsibility to protect children from extremist and violent views. Extremism can take many forms, including political, religious and misogynistic extremism.

From July 1 2015 all schools have a duty, under section 26 of the Counter-Terrorism and Security Act 2015, to have 'due regard to the need to prevent people from being drawn to terrorism'. This duty is known as the Prevent Duty for Schools.

The Prevent Duty applies to all schools, whether state-funded or independent, as well as early years providers and children's homes.

We will ensure any discussions are suitable for the age and maturity of the children involved. The four key duties for schools are:

- To identify local risks
- To identify pupils at risk
- To work in partnership with other agencies, families and communities, to help support pupils who may be vulnerable, as part of their safeguarding responsibilities
- To keep children safe online, where much of the radicalisation takes place.

Education is a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves as well as to challenge and debate. It gives young people the opportunity to learn about different cultures and faiths and gain an understanding of the values we share. Exploring ideas, developing a sense of identity and forming views are a normal part of growing up.

Schools can provide a safe place for children to understand how to protect themselves, express their views but also to appreciate the impact their views can have on others.

We can support children to take responsibility for their actions and to understand that the use of violence to further any cause is criminal.

##### What does this mean in practice?

Many of the things we already do in school to help children become positive, happy members of society also contribute to Prevent Strategy.

At Allen Edwards Primary School we are dedicated to promoting values which ensure our pupils develop a strong sense of social and moral responsibility which will prepare them for modern Britain.



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### These include:

- Exploring other cultures and religions promoting diversity
- Challenging prejudices and racist comments
- Developing critical skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils as well as British Values.

### British Values

- Democracy
- The Rule of Law
- Individual Liberty and Mutual Respect
- Tolerance of different Faiths and Beliefs

### Democracy

Our school values pupil voice and we ask the pupils about their learning, their concerns and for their ideas about how we can make things better for them. We do this by using pupil questionnaires and through our SMART School Council.

### The Rule of Law

Through the school's behaviour policy, the children understand the school rules and what happens if these rules are broken. At the start of each year classes discuss expectations and how these relate to our school rules.

During PHSE lessons and assemblies' children learn about the importance of having rules and these relate to laws. PHSE promotes moral, spiritual, social and cultural awareness among our pupils. Our children have a well-developed sense of justice. They understand and are able to discuss why there need to be consequences for those who break the rules or laws. By being immersed in the ethos of our school, children learn about their responsibility to be law abiding citizens.

### Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our children to make choices safely; for example:

- Choices about what learning challenge or activity do
- Choices around the participation in extra-curricular activities
- Choices about lunchtime options

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.



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During PSHE, E-Safety lessons and Assemblies pupils are taught how to keep themselves safe whilst they exercise their rights and personal freedoms. Safeguarding is embedded in every aspect of life at our school.

### Mutual Respect and Tolerance

Our ethos at Allen Edwards Primary is based on mutual respect and good manners. Adults actively model respect with one another, and with the children, in how we speak and treat one another. Through our Creative Curriculum and RE, we promote an awareness of different faiths and provide opportunities for children to find out and understand cultures and faiths that are different from their own. 'Anti-bullying' weeks, to challenge prejudice and celebrate diversity.

At Allen Edwards Primary School, we will actively challenge pupils, parents, staff or governors who express opinions contrary to fundamental British Values, including extremist views.

### British Values through the Curriculum

Within our curriculum we plan opportunities to teach the values of our society. Some examples are:

- **PHSE:** The Rule of Law and the importance of laws: Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety and PSHE lessons.
- **Geography:** We ensure that children have a better understanding of what Britain is, learning more about its capital cities and counties, its rivers and mountains, where Britain is in relation to the rest of Europe and other countries in the world.
- **History:** Britain and its influence in modern times.
  
- **Religious, Moral & Spiritual Education:** Key religions represented in the UK are covered to gain greater understanding of religious diversity and practices. We follow the Cheshire Syllabus for RE. We celebrate different Faiths, Culture and Customs of the pupils at our school.
- **Physical Education:** Promotion of the concept of "fair play", following and developing rules, inclusion, celebrating and rewarding success, bring magnanimous in defeat and participation in activities that promote kinship and affiliation with others.
- **Computing:** Children are also taught about safety in the online world through regular e-safety lessons.
- **Educational visits:** Our broad range of educational visits and experiences outside of the classroom equip our children with the skills to make a positive contribution to their community as equal citizens, as well as being able to look at the British heritage in more depth. Visitors to the school enrich children's experiences.
- **Community:** We encourage our children to interact with children and adults from other schools through organised activities such as sports events and competitions, links with our collaborative. We take part in events to support charities.