

SAFEGUARDING at



Oakmeadow
CE Primary School
Part of the Marches Academy Trust

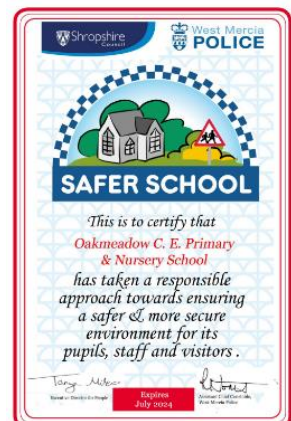


Introduction

Safeguarding and promoting the welfare of children is defined as:

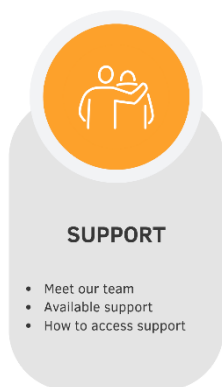
- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes.

At Oakmeadow we take safeguarding very seriously; the safety of our pupils is the most important priority. This document sits alongside our MMAT Safeguarding Policy and outlines our school specific Safeguarding processes and how we support our children and their families.



Our Safer School Certificate 2023

Meet our team



OAKMEADOW CE PRIMARY & NURSERY SCHOOL DESIGNATED SAFEGUARDING LEADS		
 © Tempest	 © Tempest	 © Tempest
Samantha Hill – Headteacher Prevent Lead	Helen Morris Deputy Headteacher	May Severn – Family Inclusion & Safeguarding Lead
 © Tempest	 © Tempest	 © Tempest
Lisa Oliver Family Inclusion & SEND Support Assistant	Elaine Fletcher School Business Manager	Joanne Griffiths Assistant Headteacher
 © Tempest		 © Tempest
Samantha Frost Office Manager	Part of the Marches Academy Trust	Maralyn Long Chair of Governors

Available support

Designated Safeguarding Leads

At school we have a number of experienced Designated Safeguarding Leads and Deputy DSLs who act as the first point of contact for any safeguarding or child protection incidents or concerns. Their level of experience means that they are able to act promptly, accordingly and also support pupils and families through any process initiated.

Our Pastoral Team

At Oakmeadow we have a team around supporting pupils to be able to successfully access the curriculum, learning and social activities; enabling children regardless of their ability, gender, race or social standing to reach their full potential. The team is made up of the following people:

Family Inclusion and Safeguarding Leads

We have two non-teaching staff in this important role. We understand that sometimes, some of our families may need some additional support to make sure that our children are able to do their best, achieve, stay safe and be happy both in school and at home. Our Family Inclusion Leads are key to ensuring this and facilitating a purposeful and positive relationship between home and school. Our Family Inclusion and Safeguarding Leads are Parenting Programme Facilitators, Early Help trained practitioners, Nurture trained practitioners and Understanding Your Child facilitators.

Pastoral Support Assistants

As part of our SEND and Safeguarding offer, we have a number of support staff that work directly with our pupils who have additional needs, whether these be learning, behavioural, social or emotional. These skilled staff may work 1:1 or with groups working within the classroom setting, on bespoke timetables or through intervention.

How to access support

To access support or advice on a school level, about school related issues or to raise safeguarding concerns about our pupils you can email the Headteacher on samantha.hill@oak.mmat.co.uk or our Deputy Headteacher who leads on SEND, Behaviour and our pastoral team helen.morris@oak.mmat.co.uk during school hours.

Alternatively, you can call school on 01743 875020 and ask to speak to any school leader or a DSL.

If a child is at immediate risk outside of school, please call the police on 999.

If you have a concern about the safety of a child outside of school, you can contact First Point Of Contact on 0345 6789 044.



Everybody's responsibility

Nothing is more important than children's welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified. We provide a system that responds to the needs and interests of children and families in a timely and appropriate manner. We ensure that all practitioners at Oakmeadow are clear about what is required of them individually, and how they need to work together in partnership with others. Whilst it is parents and carers who have primary care for their children, schools, working with partner organisations and agencies, have specific duties to safeguard and promote the welfare of all children in their area.

Induction and training

Our staff recruitment processes support safeguarding through adopting safer recruitment procedures that help deter, reject, or identify people who may pose a risk to CYP. At least one member of an appointed interview panel will have attended safer recruitment training. We keep a single central record that evidences that all staff have been employed in compliance with safer recruitment requirements. Following appointment, our staff, volunteers and visitors receive induction and training relevant to their position within school. All induction processes include Level 1 Safeguarding and Child Protection training as a minimum, face to face training on school related safeguarding procedures and staff are required to answer questionnaires to demonstrate their understanding of the messages delivered. All relevant policies and a code of conduct are forwarded to staff prior to appointment and are required to confirm they have read and understood.

Community Approach

Working with partner organisations and agencies is a key part of our processes to safeguard and promote the welfare of all children. We utilise our partnership with the NSPCC to deliver and support with teaching understanding of abuse and how children can communicate any concerns they have. We work with the Youth Engagement Team and CSO who come and deliver workshops and speak to pupils and families regarding issues such as anti-social behaviour and online safety. Family Support Workers, Social Workers and professionals from organisations such as Stepping Stones come to school and work with us to support individuals. The 'Safer School' initiative is a security and safety initiative supported by Shropshire Council

and West Mercia Police. Oakmeadow CE Primary School receives annual reviews and has been an accredited 'Safer School' for many years and continues to be so.

Peer Support.

From Autumn 2024, a selection of pupils from across school will be invited to establish a pupil safeguarding board. These pupils will work alongside designated staff to support peers by highlighting concerns and providing support and further education through assemblies and workshops for pupils and parents.



Our Taught Curriculum

At Oakmeadow, we believe that a high quality Personal, Social, Health and Economic education is fundamental for every child. Providing a well-balanced and holistic curriculum is paramount to ensure that Oakmeadow children are safe, healthy and happy. Our curriculum has been designed to meet the Social, Emotional and Mental Health needs of our children and follows the Kapow PSHE and RSE scheme. We also intertwine this with our Children's Health Project, The Colour Monster, Zones of Regulation and other areas of the curriculum. Children will develop an essential toolkit which will have a positive impact on themselves, our school and the wider community. PSHE in Oakmeadow features elements of safeguarding education will develop the

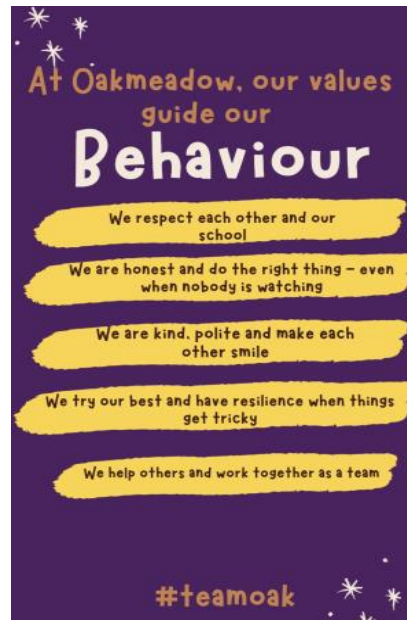
knowledge, skills and attributes each child needs to manage their lives, now and in the future. Time is taken at the beginning of every new half term to reaffirm school values, expectations, and rules for being part of Team Oak. This means everyone is clear about their roles and responsibilities, sets the tone for the rest of the term and leads to excellent safeguarding outcomes.



"Education is not just about information but also about formation." Mona Siddiqui

Our Lived Curriculum

We understand that what we model and the conversations that we have every day can be the most powerful educator for our children. Staff model safe and respectful, appropriate behaviour. Staff are well trained to be 'the calm in the storm' and model and use strategies to encourage regulated behaviour. Our Behaviour Pathway ensures a consistent and predictable approach to managing emotion, using our Zones of Regulation approach. Assembly time and circle times are used to promote personal safeguarding matters and explore themes referring to our school values.

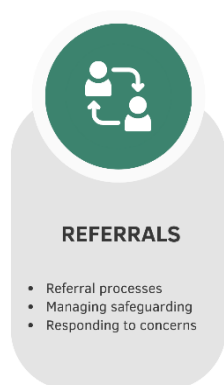


Enrichment

We give pupils' opportunities across the curriculum to explore values, personal rights, responsibilities, and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism. There are many opportunities throughout our learning in school to explore safeguarding issues. As part of this we build in enrichment opportunities with practical safeguarding opportunities. For example:

- Road and rail safety (including out of school visits, bike-ability and the Road Safety Partnership)
- Poolside and water safety through swimming lessons
- Visits and Presentations carried out by Youth Engagement Team.

- Fire safety awareness (including visits from the local fire service)
- Visits to school from medical staff
- Visitors from charities such as NSPCC to carry out focused projects.
- Work from local voluntary sector services particularly around safe transition to Secondary school (Crucial Crew)
- Online safety quizzes and training including safe use of technology including password security and privacy settings (including workshops run by the local CSO)



Referral processes

Support is available for any child during school hours from all members of staff. Safeguarding our pupils is everybody's responsibility. If children have any concerns or worries about themselves or about any other member of the school community, they can raise these with any adult in school. Staff will listen carefully to pupils when they are making disclosures or passing on information and will refer this to a member of the safeguarding team also logging it on CPOMs. All immediate or significant concerns are raised to DSLs verbally as soon as possible.

Staff will also raise any concerns they have about a pupil via the same systems. All of our staff are trained in safeguarding and encouraged to refer anything that may be a concern. Our safeguarding staff can provide support and advice on referrals.

If families have any concerns they can contact any member of our safeguarding team, SENDCO or pastoral team.

When referrals are made a member of our safeguarding team will review it and decide on the most appropriate course of action. This might involve speaking to parents or referring to external agencies such as Compass, the Multi Agency Safeguarding Hub or the Police. We will always keep our CYP's best interests at the centre of all of our safeguarding procedures.

We communicate outcomes of referrals where this is appropriate within information sharing rules.

Managing safeguarding

At Oakmeadow we use CPOMs as a recording and communication tool for all safeguarding concerns. Further to this, we use it as a system of logging low levels concerns which may contextually lead to patterns building for a child. DSLs evaluate CPOMs entries regularly to assess whether further action is necessary. Additionally, we use a Safeguarding OneNote as a summary tool for school leaders to track actions. School leaders check the Single Central record regularly to ensure administrative safeguarding is effective.

Responding to concerns

When a child raises a concern or makes a disclosure, we adopt the following as good practice:

- We provide a space to allow them to speak freely and remain calm.
- Give reassuring nods or words of comfort.
- Do not be afraid of silences – remember how hard this must be for the child.
- We under no circumstances ask investigative questions.
- At an appropriate time tell the pupil that to help them you must pass the information on.
- Tell the child what will happen next.
- Report verbally to the DSL.
- Write up your conversation as soon as possible on CPOMS.
- Seek support if you feel distressed.



Contextual Concerns

All staff must consider the wider environmental factors in a pupil's life and the impact that these may have. All referrals made will include wider details related to the environmental factors of each child involved. Schools and educational settings need to consider the location and culture of their school or college and assess the risks that child may be exposed to, both inside and outside, of the school community. The contextual safeguarding approach is well embedded at Oakmeadow, and we include consideration of context to help prevent, identify and assess safeguarding for our pupils.

Current Priorities

The current risks in our community that we find children are needing support with are surrounding online safety and anti-social behaviour. We also are aware of the current wider risks across Shropshire linked to County Lines and Criminal Exploitation, Organised Crime and Cuckooing. We make sure we are aware of any changes or anything that is potentially concerning, perhaps in local public spaces such as parks or shopping areas. Make sure that you're also aware of other sources of support locally such as food banks or shelters so that you can help direct children and families to them if necessary. You should also have links with statutory agencies in your area, including the police and children's services.

Community Plans

At Oakmeadow, we are proud to be part of our local community of Bayston Hill and we value our relationships with all those involved in our school. Through our curriculum and wider offer, it is our aim to support the children to become positive contributors to society, both locally, nationally and in the wider world. We recognise that individuals and organisations within the wider community can be a valuable resource for supporting with safeguarding. Through our community plan we aim to continue to utilise our relationships and build on these each year.

