

How we keep ourselves safe at Tudor School

This document aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective safeguarding at Tudor Primary School.

TUDOR PRIMARY SCHOOL

Summer 2020

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Safeguarding is everyone's responsibility



Mission Statement

Together we create a happy and caring community where all our children love to learn and want to achieve

'I feel safe at Tudor because the teachers are here and my friends can help me too.' (Year 3 child)

Tudor Primary is very proud of the work it continues to do to make sure that children can remain safe. As the most recent county feedback states: **'There is a strong culture of safeguarding... and the site is now more secure and practice observed reflects aligned and consistent expectations and procedures.'** (County adviser; Sep 2019)

Keeping our children and ourselves safe is something that should always be on the forefront of our minds and takes many forms. This document aims to highlight all of the different policies and procedures so that we can remain aware and consistent in our approach and the children are able to have a voice and feel protected within our school community.

Our Safeguarding Team



Maxine Smith

Deputy Head

Lead DSP



Rob Weightman

Head teacher

Deputy DSP



Linda Penn

Pastoral Support
Worker

Deputy DSP



Katie Reading

Inclusion
Coordinator

Deputy DSP

All staff have a responsibility to provide a safe environment in which children can learn. Staff are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children. All school staff receive appropriate safeguarding training (which is updated every three years), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members receive safeguarding updates (for example, via email and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This includes PREVENT and FGM (Female Genital Mutilation) training.

"We always have up to date training and I know I feel like I can talk to you about any queries issues or problems I come across." (Teaching Assistant/MSA)

Temporary staff and volunteers are made aware of the safeguarding policies and procedures by the Designated Senior Person, including [The Child Protection Policy](#) and [Staff Behaviour Policy \(code of conduct\)](#).

The purpose of a child protection policy is to inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out. Staff members working with children are advised to maintain an attitude of **'it could happen here'** and **'it could be happening to this child'**, where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

To ensure contact information and guidance is always at hand, a 'Quick Reference for School Staff and Volunteers' can be viewed in key areas around the school.

The school works closely with outside agencies and organisations to ensure children and staff receive the most up to date and high quality training. Tudor school is also fully behind and supportive of a new Police initiative called [Operation Encompass](#) which is designed to support children facing domestic abuse.

E-Safety

Tudor school is committed to providing effective support for both children and their families in regard to E-Safety. The most recent (2- day) Tudor E-Safety Event was in September 2019 in which the school worked alongside Richard Maskrey and School Consulting Ltd to deliver bespoke support. This involved parents, children and school staff. Children continue this work within their computing lessons with their teachers and the school takes part in the annual Safer Internet Day each Year.

'I think I feel equipped due to how accessible the DSP & team are so that if I had a concern I could chat about it with anyone and not feel like I was wasting time; which would in turn encourage me to be able to check and report more things.' (Office Team staff)



'Pupils have an extensive understanding of e-safety. Importantly, they knew what to do to seek help.' (Ofsted, March 2017)

ICT (including data) and the related technologies such as email, the internet and mobile devices are an expected part of our daily working life in school and as such, staff are directed by our [Acceptable Use Agreement](#). This policy is designed to ensure that all staff are aware of their professional responsibilities when using any form of ICT. All staff are expected to sign this policy and adhere at all times to its contents. Any concerns or clarification should be discussed with the Head teacher or the eSafety co-ordinator

Anti-bullying support

At Tudor School we are committed to providing a caring, friendly and safe environment for all our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school.

Bullying is the pre-meditated use of behaviour with the intention of hurting or intimidating another person, resulting in pain and distress to the victim. At Tudor Primary, to help define bullying, we use the acronym STOP (Several, Times, On, Purpose) and how we manage, record and support this is set out in our [Anti-bullying policy](#). This policy sits firmly with our [Behaviour for Learning policy](#).



If bullying does occur, children should tell us and know that incidents will be dealt with promptly and effectively.

"I really do feel safe at Tudor. You can go to anyone in the school because most people you can really trust. I would go to Miss Penn, Miss Sentance, Miss Grundy - anyone really." (Y4 child)



'Safety is a priority at Tudor. Pupils of all ages told inspectors that they feel safe.'
(Ofsted, March 2017)

Our school curriculum for PSHE (Personal, Social, Health and Economic) also supports their understanding of themselves and each other as they develop enduring values, develop integrity and autonomy and helps them to be responsible, caring citizens capable of contributing to the development of a just society. It promotes equal opportunities and enables children to challenge discrimination and stereotyping.

At Tudor School we believe in encouraging children to assert themselves and use a 3- step strategy for dealing with inappropriate behaviour towards them. Step 1: say, 'I don't like that. Please stop.' Step 2: say, 'If you do that again I shall tell an adult.' Step 3: tell an adult. In addition, all classes also have a 'worry box' in which children can post a note into or just add their name, and an adult in class will take the time to address their concern.

Pupil voice is an important tool to understand the impact of our work at school and the results from our [latest survey](#) can be access via the school website.

Equality at Tudor

Our [equality scheme](#) documents cover disability, gender and race. The aim for our school is to continue to promote inclusive practice and raise awareness amongst pupils and staff, promoting positive attitudes. Our values based curriculum also supports our commitment to constantly review and monitor the work we put in place.

Children Looked After (CLA) and Post Looked after (PLA)

At Tudor Primary School we create an environment where CLA and PLA children have access to excellent educational provision and are prioritised for additional support through school-based interventions. We recognise that our school plays a vital role in providing a stable base for CLA and PLA and in promoting their academic, social and emotional development. Maxine Smith is the Designated person for CLA and PLA and the Designated School Governor is Susanna Arje. The full policy can be accessed [here](#).

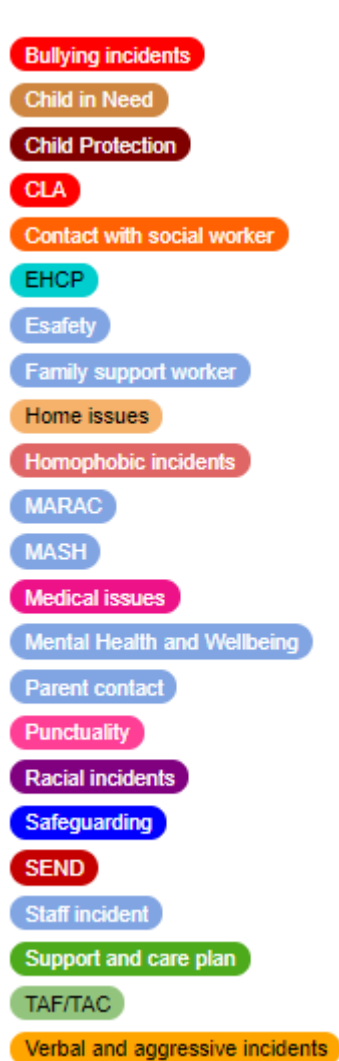
Children Missing from Education

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing from education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing from education are at significant risk of underachieving, being victims of harm, child sexual exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Our policy can be found on the staff drive or accessed via the school office.

CPOMS – Our recording system

CPOMS is our **Child Protection Online Monitoring and Safeguarding** system where all incidents and action taken are recorded on.

CPOMS allows us to quickly, easily and above all else securely record all of the information we have on a child in one place. The chronology around a student is built automatically and trends are much easier to spot than they would be if recording was done simply on pieces of paper.



All members of staff from across the school can add information to CPOMS. Reporting and recording in this way allows the safeguarding team to analyse data and this in turn provides us with a variety of information which supports with the decision making process.

The system also allows us to securely control who has access to what information and when. When a member of staff reports a concern, senior leaders are then able to share detailed information amongst themselves, secure in the knowledge that the right people have been made aware of the situation, at the right time. Incidents and follow up actions are also monitored annually by our safeguarding governor, Susannah Arje.

'Having the luxury of all the information being in once place, makes reporting to outside agencies so much easier. CPOMs can also be accessed from home which is also vital when information needs to be shared during holiday times'. (Safeguarding lead)

First Aid and supporting children with medical conditions

We are committed to ensuring high levels of care to the children at Tudor - high teacher/pupil ratios are in place at school.

When in school, ***in loco parentis*** (in the place of a parent) is our legal responsibility when supporting children. We will continue to evaluate our approaches when delivering first aid so that they remain safe (and well) in our care at Tudor Primary School. There are always high numbers of qualified first aid trained staff on the premises and training is updated every three years.

Tudor Primary School is welcoming and supportive of pupils with medical conditions. It provides children with medical conditions with the same opportunities and access to activities (both school based and out-of-school) as other pupils. No child will be denied admission or prevented from taking up a place in this school because arrangements for their medical condition have not been made. Our policy which supports children with medical conditions can be accessed via our school staff drive or via the office.

Staff Code of Conduct

Our [School Code of Conduct](#) is designed to give clear guidance on the standards of behaviour that all school employees are expected to observe.

School employees are role models, and are in a unique position of influence, and must adhere to behaviour that sets a good example to all the pupils/students within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.



Safer Recruitment

All staff, regular volunteers and governors at Tudor School have the appropriate level of police checks. New staff and regular volunteers are required to obtain Disclosure & Barring Service (formerly CRB) clearance. If we have reasons for concern about a child's safety we may seek advice from the local authority's child protection team.

'The school's systems and record keeping are of high quality to ensure that no pupils slip through the net.' (Ofsted, March 2017)

Whistleblowing

It is important to the school that any fraud, misconduct or wrongdoing by employees or governors of the school is reported and properly dealt with. The governing body will, therefore, respond to all individuals who raise any genuine concerns that they may have about the conduct of others in the school, which are in the public interest. This policy sets out the way in which individuals may raise any concerns that they have and how those concerns will be dealt.

Health and Safety

The School's [Health and Safety policy](#) also outlines all risk assessments, fire drills, off site visits etc. that are in place. This is a key document that outlines the roles and responsibilities of the staff team as well as individual members in ensuring that our site and community within it, remain safe at all times.