

Millfields First School

Whole School Approach to Safeguarding

Key Aspect	Approach
Leadership and Management	<ul style="list-style-type: none"> • There is a Governor with responsibility for Safeguarding-Rev Paul Lewis • All Governors have completed relevant Safeguarding Training ie Annual Certificate in Safeguarding, Prevent, FGM and online safety (all from National College). • The Safeguarding Governor meets termly with the DSL to ensure that the DSL is carrying out the role in accordance with the job description-Annex C KCSIE • Safeguarding is a feature at all full Governor Body Meetings and at Curriculum Committees. • Governors have had oversight of the Section 175 and therefore know the strengths and areas for development. • There is a Designated Safeguarding Lead-Laura Haines whose training is up to date. • There are 3 further Deputy DSL's who have undertaken the relevant training. • The DSL/DDSLS understand the role as stated in Annex C of KCSIE • All of the leadership team at Millfields are DDSLS. • The DSL is provided with enough time to discharge the role. • All relevant policies are updated annually in accordance with KCSIE • There are robust reporting and recording of Safeguarding incidents in place which can be accessed by all staff (with the exception of lunchtime supervisors, cleaners and site staff) who record any incidents through liaison with the DSL.)
Ethos and Environment	<ul style="list-style-type: none"> • We have robust Safer Recruitment Procedures in place including maintaining a Single Central Record which includes all of the relevant checks. • All staff recognise that it is everybody's responsibility to safeguard the children at Millfields knowing that this means is defined in KCSIE 2022 as; <ul style="list-style-type: none"> • protecting children from maltreatment • preventing the 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, and • taking action to enable all children to have the best outcomes. • All staff maintain an attitude of "it could happen here" and take a child centred approach whereby they consider at all times what is in the best interest of the child. • All staff are familiar with the indicators of abuse and neglect including the indicators of different types of child-on-child abuse, and how to identify incidents. • All staff understand that child-on-child abuse may be taking place, even if it's not reported. • All staff understand the importance of challenging inappropriate behaviour between peers.

Millfields First School

Whole School Approach to Safeguarding

	<ul style="list-style-type: none"> • All staff understand that child-on-child abuse can happen inside and outside of school, and online • All staff recognise the behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. • All staff understand specific safeguarding issues, such as radicalisation, serious violence, child sexual exploitation and children missing education • All staff know the reporting requirements for known cases of female genital mutilation (FGM). • All staff know the importance of considering the wider context within which safeguarding incidents and behaviours occur. • All staff understand that certain children may face additional barriers to making a disclosure (e.g. because of vulnerability, disability, sexual orientation or language barriers). These factors may cause them to feel embarrassed, humiliated or threatened, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the DSL. • All staff recognise their responsibility of creating a safe environment in which children can learn. • As a Trauma Informed School we recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, some children's behaviour may be challenging. We recognise that they may exhibit concerning behaviours as a result of trauma/need, and at times this may impact other children either directly or indirectly.
Curriculum, teaching and learning	<ul style="list-style-type: none"> • At Millfields we have a curriculum that has been mapped to show where safeguarding is taught specifically to children • This includes age appropriate assemblies to highlight certain areas of safeguarding.
Pupil/Student voice	<ul style="list-style-type: none"> • At Millfields we recognise the importance of Pupil Voice and have many systems in place to collect Pupil Voice. • All children are able to name an adult they trust in school and who they would talk to. • All children have twice daily opportunities to share how they are feeling through the use of the 'Zones of Regulation.' • All children complete half termly activities designed to share their voice e.g. "What I wish my teacher knew" and the "three houses" activity. • At certain points throughout the year children are asked to complete targeted questionnaires and these are analysed by SLT and where identified universal or targeted support is put in place. • There are various school councils whose representatives are chosen to reflect the diversity of our school population. • For some children identified as being vulnerable there are times scheduled in the day where they can have 1:1 time to talk with a member of staff. • Pupil voice is collected formally for the purpose of multi-agency meetings.
Staff development	<ul style="list-style-type: none"> • All staff have read KCSIE including Annex B • All policies relating to Safeguarding are shared with staff via Safeguard- Child Protection Policy, Low Level Concerns, Code of Conduct, Behaviour Policy, Whistleblowing policy.. • All staff attend annual training delivered by the DSL who accesses full training annually. • A cycle of training is in place to ensure that the statutory expectations of PREVENT, FGM and Online training are met. • Any new staff receive the same training at induction. • Throughout the year there are regular safeguarding briefings.

Millfields First School

Whole School Approach to Safeguarding

	<ul style="list-style-type: none"> • To ensure that staff retain the knowledge they have been given during the training, there is a weekly poll asking quiz style questions from KCSIE part 2 with a detailed answer being given to refresh knowledge. • At times, a more detailed response is required to refresh knowledge and this is delivered at weekly briefings.
Identifying need and monitoring impact	<ul style="list-style-type: none"> • Need is identified through pupil voice, pupil progress meetings, staff observations, parental requests/concerns • Safeguarding concerns are logged onto our online system “Safeguard” by staff who also make the DSL/DDSL aware of the situation in person. These logs are read by the DSL/DDSL and appropriate action is taken. • Safeguarding files are reviewed regularly to ensure that concerns have been followed up. • Safeguarding data is analysed termly and reported to governors. Any trends inform subsequent staff meeting and curriculum adaptations. • Alerts for suspicious online activity (words and phrases) are sent to the Head Teacher (DDSL) and the Computing lead for follow up action. Termly reports are given to governors.
Working with parents, families and carers	<ul style="list-style-type: none"> • At Millfields we have developed a school Early Help offer which is shared with all parents. This provides parents with the knowledge of the support available at Millfields for their children/family. • We have a Family Liaison offer who works closely with identified families completing Early Help assessments and reviewing as appropriate in consultation with the DSL. • The DSL works closely with families who exhibit a higher level of need. • Parents are frequently signposted to external agency supports. • Posts are put up on our FaceBook and Twitter feeds which point parents in the direction of Early Help opportunities and also features weekly online safety updates • In house workshops are run for parents. Sometimes these are specifically targeted to meet a known need, other times they are open to all.
Targeted support and appropriate referrals	<ul style="list-style-type: none"> • At Millfields we recognise that all children and especially those recognised as being vulnerable may benefit from targeted support from both school and external agencies. • The Levels of Need (thresholds) Guidance is used to identify the appropriate level of support. • The designated safeguarding lead refers cases: <ul style="list-style-type: none"> • of suspected abuse and neglect to the Family Front Door • to the Channel programme where there is a radicalisation concern as required and • where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and • where a crime may have been committed to the Police as required. • The DSL uses the Worcestershire Early Help Offer to identify the most appropriate support.