



## **Little Ealing Primary**

### **Safeguarding**

#### **Leaflet for Parents**

All Children  
deserve to feel...



*'Everyone's responsibility'*

# Our Job

Our job at Little Ealing is to ensure that all our children feel safe in school so that they can meet their best possible outcomes.

We believe that:

***‘Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interest** of the child.’*

(Source: *Keeping Children Safe in Education*, 2022)

## What is the difference between Safeguarding and Child Protection?

Safeguarding applies to all children:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Child Protection refers to the procedures and support given to those children who have experienced abuse in their lives.

In summary, **Safeguarding** is what we do for all our children to keep them safe whilst in our care. **Child Protection** is what we do for children who are at risk of significant harm or have been significantly harmed.

## What do you do to support our children to feel safe at school?

### Anti-Bullying

- Values based curriculum
- Clear procedures for pupils to report bullying incidents
- ‘Anti-bullying week’ to supplement our PHSE curriculum
- Zero tolerance of any form of discrimination

## **Attendance**

We closely monitor attendance, persistent absentees and lateness. The Admin team regularly contacts parents if there are concerns. If attendance does not improve, parents are contacted by the Head Teacher and/or the Attendance Officer. All '*missing from school*' cases are reported. Children who are emotionally based school refusers are supported through pastoral support in school. The school may seek external support from the LA and CAMHS depending on level of need.

## **Behaviour**

- A clear policy for Behaviour for Learning that promotes the school's values, encourages and teaches skilful behaviour and focused on intrinsic motivation
- MindUP, calming down strategies and Zones of regulation as a Universal approach to support children with self-regulation

## **Community**

- We ensure that all stakeholders are aware of their responsibilities on site and around the school building

## **Curriculum**

- Values based education
- PHSE
- MindUP

- Playground PALs
- Relationship Education
- NSPCC Pants campaign
- Circle Time
- Collective Worship

Our curriculum supports children to recognise, understand, cope and develop resilience to the risks around them. We provides Online Safety training for staff and children throughout the year. We incorporate our Learner Dispositions in all aspects of the curriculum and explicitly teach about anti-bullying, focussing on being kind and begin skilful because '*it is the right thing to do*', our North Star.

## **Health and Safety**

- Regular Fire Risk Assessments
- Regular Fire Evacuation
- Clearly labelled exits
- Fire Marshalls
- Regular Health and Safety Checks
- Secure site
- Risk assessments carried out for all off-site activities
- Risk assessments for pupils with medical needs

## **Internet Safety**

- Online policy **and** resources
- Parental permission for use of photographs

- All pupils are taught how to keep themselves safe when using the internet
- Internet safety day
- Workshops offered to parents
- Weekly online safety bulletin in school's website
- Acceptable use Policy
- Internet filtering by LGFL

### **Medical Needs**

- A clear policy in place
- A designated Welfare Officer
- Trained Paediatric Early Years Practitioners
- Trained First Aiders

### **Monitoring and evaluation**

- We regularly monitor and evaluate our process to ensure that they are effective
- The Safeguarding Group meet regularly to discuss safeguarding issues, concerns, updates and next steps to ensure that practices continue to be effective
- We welcome feedback from all stakeholders

### **Partnership**

- We work closely with all our stakeholders: children, staff, parents and Governors, to ensure the best outcomes for all our pupils

### **Pastoral Care**

- A Senior Designated Lead for Mental Health, Halina Rooney

- Two trained mental health leads
- A pastoral mental health team
- A whole school mental health strategy
- A school mentor and Art Therapist
- 2 trained Emotional Literacy Support Assistants
- Social skills groups
- Support from SAFE (Supportive Assistance for Families in Ealing)
- Home visits for Nursery and Reception when pupils start school
- Proactive approach through early intervention (EHAP)
- Support from external agencies

### **Policies:**

#### **Our Safeguarding and Child Protection Policy:**

- Identifies the Designated Safeguarding Lead and the Deputy
- Identifies the Governor with responsibility for Safeguarding
- Sets out the statutory duties
- Sets out how concerns are raised
- Sets out how concerns are dealt with

#### **Linking Policies:**

- Whistleblowing
- Code of Conduct
- Behaviour for Learning

- Anti-bullying
- Health and Safety
- Special Educational Needs and Disability

All policies can be found on the School's website under 'Information for Parents, Policies'

### **Risk**

- We undertake regular risk assessments inside and outside the premises and put reasonable adjustments to mitigate the risks
- We have robust Fire Safety and Lockdown Procedures
- We provide personal evaluation plans for children with severely complex needs

### **Safeguarding Ethos**

- Our Mission, **Aims** and Values promotes a safe and nurturing environment for all our children
- Our Behaviour for Learning Policy focuses on positive reinforcement and supports children to learn how to be skilful learners
- We have zero tolerance of bullying or discrimination of any kind.

### **Safer Perimeter**

- We have one single point of entry for Nursery, and two single points of entry for Reception to Year 6 (Weymouth Avenue)

- We have one single point of exit (Hereford Road)
- We have appropriate fencing to separate pupils and vehicles outside the school
- We recognise that the start and end of the school day is most risky and have staff on duty during these times

### **Safer Recruitment**

- We keep a 'Single Central Record' - the central record of the safeguarding checks that have been carried out on all staff and other relevant people
- All our staff have been suitably vetted and have an enhanced DBS check
- We ensure that staff who are interviewing prospective staff members have had Safer Recruitment training
- All staff know to follow the Code of Conduct

### **Social Media**

- We explicitly prohibit the sharing of images of children on social media
- If parents do not provide permission for photos or videos to be taken, we fully respect their choice

### **Training**

- We have Designated Safeguarding Lead, Halina Rooney and a Deputy Safeguarding Lead, Jaclyn Orchant

- We have 3 other safeguarding leads: Mr Jackson, Mrs Cooke and Miss Thiessen
- We provide training for all our staff annually, which is updated regularly throughout the year, including Prevent Training (identifying children who may be at risk of radicalisation), Online Safety, peer on peer abuse, female genital mutilation and sexual exploitation
- Staff know they have to read, understand and follow 'Keeping Children Safe in Education', the Code of Conduct, and the Safeguarding and Child Protection Policy
- There is a year

#### **Visitors and Volunteers**

- We ensure that all visitors/volunteers are identified and sign in electronically
- We record visitors/volunteers who have accessed the site, that they have read, and understood, our Safeguarding for Visitors leaflet, and that they wear a lanyard and/or sticker whilst on the premises
- We ensure that visitors understand the acceptable use of social media and prohibit the use of mobile phones on site
- We have strategically placed CCTV cameras.

#### **Transition Planning**

- We ensure that there is a timely sharing of information
- We ensure that transition is effective at all transfer points i.e. between year groups, key stages, schools or between mainstream and specialist settings
- We ensure that transition for vulnerable children is robust and child-centred

#### **Types of abuse**

We are aware that there are different categories of child abuse and are trained to recognise the signs of:

- Emotional
- Physical
- Sexual
- Neglect
- Adverse Childhood Experiences
- Female Genital Mutilation
- Radicalisation/duty to prevent terrorism

In addition, that we have an essential role in protecting children and providing them with the support, they need in a timely manner.

#### **How do you create an effective safeguarding system?**

We have clear systems and procedures in place so that when there are concerns, staff know what to do and to whom to speak.

There are five parts:

1. Recognise
2. Respond
3. Refer
4. Record
5. Reflect

All staff are trained to ensure that these procedures are followed effectively and in a timely manner.

## How can I help at home?

Ensure that all protective factors are in place:

- Provide a positive and supportive family
- Ensure that your child has safe relationships with peers
- Try to access the supportive community
- Support your child with the ability to regulate emotions
- Support your child to problem-solve

## What if I have concerns?

- Discuss your concerns with the class teacher

- Contact the Designated Safeguarding Lead, or Deputy DSL in her absence if that matter is urgent, you have cause for concern, or you do not feel that your concerns have been addressed by the class teacher
- Talk to one of the Safeguarding Leads
- If you need advice, you can call the NSPCC or ECIRS – the contact details are at the end of this leaflet
- If you believe a child is in immediate danger, you should call 999. All reports can be anonymous.

## What if the school has concerns?

**The school has a duty of care to your child; they are bound by statutory law and must act on any concerns.**

- The concerns will be logged on our online recording system, CPOMs
- The Designated Safeguarding Lead (DSL), or Deputy in her absence, will assess the risk
- The DSL will talk to the parent/carer about the concern if, in doing so, it will not or may not, put the child at risk

- The DSL might offer some support or strategies to support the child and family
- The DSL might recommend seeking medical support from your GP
- The DSL might suggest, or refer, you to support from external agencies e.g.
  - Educational Psychology Service
  - Child Psychology Service
  - CAMHS
  - Health Visitors
  - School Health Services
  - NSPCC
  - Ealing Primary Centre
  - SENAS
  - Speech and Language Therapists
  - Occupational Therapists
- The DSL might ring the Ealing Children's Integrated Response Service (ECIRS) support line for advice, or if the DSL feels the matter is urgent, will make a direct referral to the ECIRS and/or contact the Police
- The DSL might offer to open an 'Early Help and Assessment Plan (EHAP)'. This is a supportive plan working with the parents and/or external agencies, to assess the needs of the child and/or parents, and create an action plan

## What happens if a referral to ECIRS has been made?

- In most cases, a social worker will have a phone conversation with you to discuss the nature of the referral and any next steps needs. This often is enough to reassure the social worker and the case is closed.
- Sometimes, an assessment is required, which must take place within 45 days of the referral. It is usually done by a social worker and will involve:
  - A family visit at home to discuss the allegations
  - An interview with your child/ren
  - Liaising with other professionals such as the GP
  - Assessing the child's developmental needs
  - Assessing the family's ability to meet the child's needs
  - Considering the impact of factors such as family history, health issues, housing etc. on the child
  - Following the assessment, if it is determined that your child is not 'in need', the case will be closed.

- If your child is determined as 'in need', children's services will continue to be involved and draw up a plan to support the family.

To summarise, effective safeguarding is ensuring that your child feels safe at school.



Any parent, carer or professional who is concerned about a child and wants advice or guidance can call:

- ECIRS (Ealing Childrens Integrated Response Service) Consultation Line: 020 825 523

- NSPCC helpline: 0808 80 500

You can also talk to your class teacher, the Designated Safeguarding Lead, any of the other Safeguarding Leads or the school directly.

*let's work together*