



## Ashleworth C of E and Churcham Primary School Policy Document Offer of Early Help - Preventative Strategies



### Staff and Governors

- The ethos of the schools is one where every aspect of a child's development matters and all staff value and work to this standard
- A comprehensive group of safeguarding policies are in place, updated annually and signed by staff to indicate they have been read. Policies are available to parents and governors. Key documents are displayed on our websites
- Safer recruitment procedures are applied to a high standard when recruiting new staff
- DBS procedures are in place and the Single Central Register correctly maintained
- Both schools have a named staff member with responsibility for Looked After Children
- The school maintains a culture of vigilance with regard to the behaviour of staff and all staff understand that failing to take responsibility to report a crime is an offence
- All new staff receive comprehensive safeguarding training
- All staff are appropriately trained, are aware of the types of abuse they may encounter and maintain an attitude that 'it could happen here'
- Statutory training is regularly updated for all; additional training opportunities are pursued. Governors and volunteers are invited to attend training
- All staff are familiar with the schools system for logging incidents
- We are registered to receive GCSB alerts which are distributed to staff as appropriate
- All staff are aware of specific safeguarding issues that may occur and the appropriate steps to take. These include:
  - The MARAC process and how to support parents who are victims of domestic abuse (DA)
  - Knowing the indicators of Child Sexual Exploitation (CSE) and who to refer concerns to
  - An awareness of the procedure for dealing with the traumatic death of a pupil; they are aware of the signs of self-harming and that they might escalate
  - Although FGM, forced marriage and trafficking are unlikely at these schools, staff understand that they are still a possibility and know the signs that raise suspicions
- Volunteers, supply teachers and students are given information about safeguarding procedures in the schools
- Robust policies for behaviour and anti-bullying are followed by all members of staff
- Safeguarding is a standing agenda item for the meetings of the Full Governing Body and regular visits are made by the governor with responsibility to oversee child protection

### Pupils

- It is an overarching commitment of the schools to listen to the voice of every pupil on roll and act on concerns that emerge
- The schools promotes an ethos of support and encouragement where each individual matters, and pupils are regularly given a clear message that they may share concerns with a member of staff

- Identification of vulnerable pupils is comprehensive
- Pupil Premium is used effectively to support vulnerable pupils and its impact documented
- A robust and comprehensive PSHCE curriculum is in place, delivered through timetabled lessons. There are opportunities for concern to be addressed should the need arise
- Additional opportunities to work on PSHCE themes are utilised throughout the year
- Any incidents of poor behaviour are managed effectively and consistently
- Any incidents of bullying or perceived bullying are taken seriously and dealt with quickly
- E-safety is promoted
- Incidents and observations are routinely logged
- Pupils causing concern are formally discussed at staff meetings
- Both Administrators run well-established absence management systems including first day calling. Absence concerns are acted upon

### **Parents**

- The schools promotes and values good relationships with parents
- Parents are provided with information on their children's development
- Regular drop-in sessions are held where parents have the opportunity to discuss concerns of a general nature and to find out more about the schools
- The schools have an open door policy with regard to parents

### **Outside Agencies**

- The schools is committed to working with outside agencies in order to achieve the best possible outcomes for our pupils
- We have and would commit part of our annual budget to purchasing external support services (Ed Psych) cooperating fully with these
- We would participate in multi-agency meetings should the need arise
- We work in partnership with the school nurse and know how to access support for behavioural management
- We have good communication with Social care

### **Support Strategies**

- Logged incidents are carefully scrutinised for any emerging patterns or escalating concerns and these are promptly acted upon; such incidents would be used to form chronology in Child Protection files
- The school has a comprehensive range of processes that underpin the identification of need, with a graduated pathway of assessments for children with special educational needs and/or disabilities (SEND)
- A range of interventions is available and these are implemented promptly when concerns arise about the progress of pupils
- Attendance issues are dealt with according to LA guidance, if needed an outside agency would be involved
- The GCSB Escalation Policy is used to challenge the decision-making process for referrals if necessary