

Appendix 1 - Additional School Specific Safeguarding Information and Procedures

Safeguarding in School

Windmill Primary School uses CPOMS (Child Protection Online Management System) to record all events that cause staff concern. All staff have access to the system and are trained in school how to complete a CPOMS log. Any new staff joining the school receive training on CPOMS as part of their induction. Concerns about children are initially logged as a 'Pastoral Concern', which alerts DSLs (Designated Safeguarding Leads) who will carry out triage to determine if there is a serious and immediate threat to a child's wellbeing, in which case this will be recategorized as a 'Safeguarding Concern' and dealt with urgently. If a member of staff has a serious and immediate concern, they will speak to a DSL as soon as possible. Incidents are monitored by the DSLs to identify patterns that may indicate issues over time. This happens in weekly DSL meetings. At those meetings, all DSLs discuss current safeguarding concerns, identifying any actions needed for the week ahead. Safeguarding is reported to school governors on a half-termly basis.

Yellow forms remain in place for the reporting of any concerns about staff, including low-level concerns. DSLs are clear that any allegations against staff that constitute abusive behaviour towards children must be reported to the LADO (Local Authority Designated Officer) at Telford and Wrekin Council. Staff also have access to the CAT and Telford & Wrekin Council's Whistleblowing Policies, displayed in the staff room.

Training

All staff are given annual updates on safeguarding matters, and we ensure that key safeguarding messages are reiterated at the beginning of every academic year. Regular in-school safeguarding training is delivered by the DSLs and any members of staff who join the school within the academic year receives comprehensive safeguarding training as part of their induction.

DSLs attend DSL updates each year which are delivered by Telford and Wrekin Council's Safeguarding Board, which also includes the local and national arrangements for safeguarding in school. DSLs all access refresher training every three years. DSLs have also completed training from Brook which focuses on sexualised behaviours, and how to recognise and support children. We have received training from St. Giles Trust about County Lines. Teaching staff also have access to online training to further enhance their safeguarding knowledge. Safeguarding is a standing item on each staff meeting agenda, which includes opportunities to refresh training or review procedures.

All safeguarding training is logged centrally and stored with the Business Manager.

Building Safety

The safety of pupils and staff on site is paramount. Gates are locked at 9am and remain closed during the day, minimising access of the public to school grounds. After this time, our families will enter via the main gate and contact the school office through the gate intercom and someone will let them in remotely. CCTV is displayed

live in the school office and families can be monitored from this point. When gates are open, there is a DSL on duty (usually the Headteacher) who is accessible on both playgrounds. All visitors must report to the school office where they are signed in and receive a copy of our safeguarding booklet. Any visitor without a valid DBS will be escorted by a member of staff until leaving the site. We encourage all our pupils to challenge our staff and visitors to school if an official school badge is not obvious to them. All staff are trained to challenge any visitor not wearing a badge.

Online Safety

The school has a filtering system managed by Telford and Wrekin Council ICT services. Our systems have SENSO monitoring software which alerts DSLs of potential violations on school computers and other devices. All school laptops have an individual login and password. All adults in school read the Acceptable Use Policy and sign to say they have understood this, and this is reviewed on an annual basis. The Acceptable Use Policy is discussed as part of the new staff induction process.

All pupils are taught about age-appropriate aspects of online safety as part of the planned PSHE and Computing curricula. Principles are reinforced every time the children are using devices. Pupils are taught how to report if they feel unsafe online. Additional lessons may be planned in the event of incidents arising throughout the academic year. There is a section on the school website that families can access:

<http://www.windmillprimaryschool.co.uk/keeping-children-safe/online-safety>

Curriculum

Pupils at Windmill are taught about aspects of personal safety through Protective Behaviours, RSE and assemblies. For RSE, Windmill Primary School uses the Jigsaw Curriculum.

Children gain an understanding of what it means to be safe and what they can do if they feel unsafe. Relationships and work on emotions form an important part of the work undertaken at Windmill Primary School. The school has a dedicated team of staff who support in school which is managed by the Assistant Headteachers. Within this team, our setting has a dedicated ELS (Emotional Literacy Support) Coordinator who organises appropriate interventions for some of our children and a Welfare Lead who supports our families in areas such as Early Help Assessment. We encourage all our pupils to talk about and reflect on how they are feeling and are taught strategies for managing them. There are Zones of Regulation throughout the school, so pupils can indicate how they are feeling and will allow further follow-up with staff if needed.

As part of the wider curriculum, Year 6 pupils access the STAR Programme (STOP THINK ACT REFLECT) which includes a focus on drug awareness and the confidence to SAY NO! Year 6 pupils also attend Crucial Crew which is a multi-agency event organised through schools, by the police, fire service and other agencies. The aim is to raise awareness of safety issues among school children in Year 6 (aged 10-11). The event takes the form of a range of 20-minute interactive scenarios which cover a wide range of topics, each educating the students about a specific risk.

Scenarios include:

- Water Safety

- Discovering a fire
- Healthy Child
- Internet Safety
- Drugs and Alcohol Awareness
- Anti-social Behaviour

Through the focus on relationships, staff know the pupils well and this all starts with a Welcome Week that takes place at the start of every academic year. Pupils can choose what clothes they wear during these days, and staff get to know them through activities such as sitting around a fire, den building and bespoke P.E. sessions. The staff know which pupils are particularly vulnerable and are quick to identify when something does not seem right. These concerns are always logged on CPOMS and those pupils identified are signposted through an ELSA referral or a referral to the Welfare Lead where needed. Some children need increased support in the short term, whilst others require more systematic and longer-term support.

Nurture

Staff are trained to provide appropriate support and can access further professional support if it is needed.

Examples of support in school include:

- Emotional Literacy Support Assistants
- Wellbeing: You're a Star, The Colour Monster, Don't Worry Be Happy, The Unworry Book
- Social Skills: Talkabout for Children
- Anger Management: Anger Management Skills Workbook for Kids, My Hidden Chimp, Volcano in my Tummy
- Consent and Boundaries: Let's talk about Body Boundaries, Consent and Respect, Personal Space Camp

Examples of external support include:

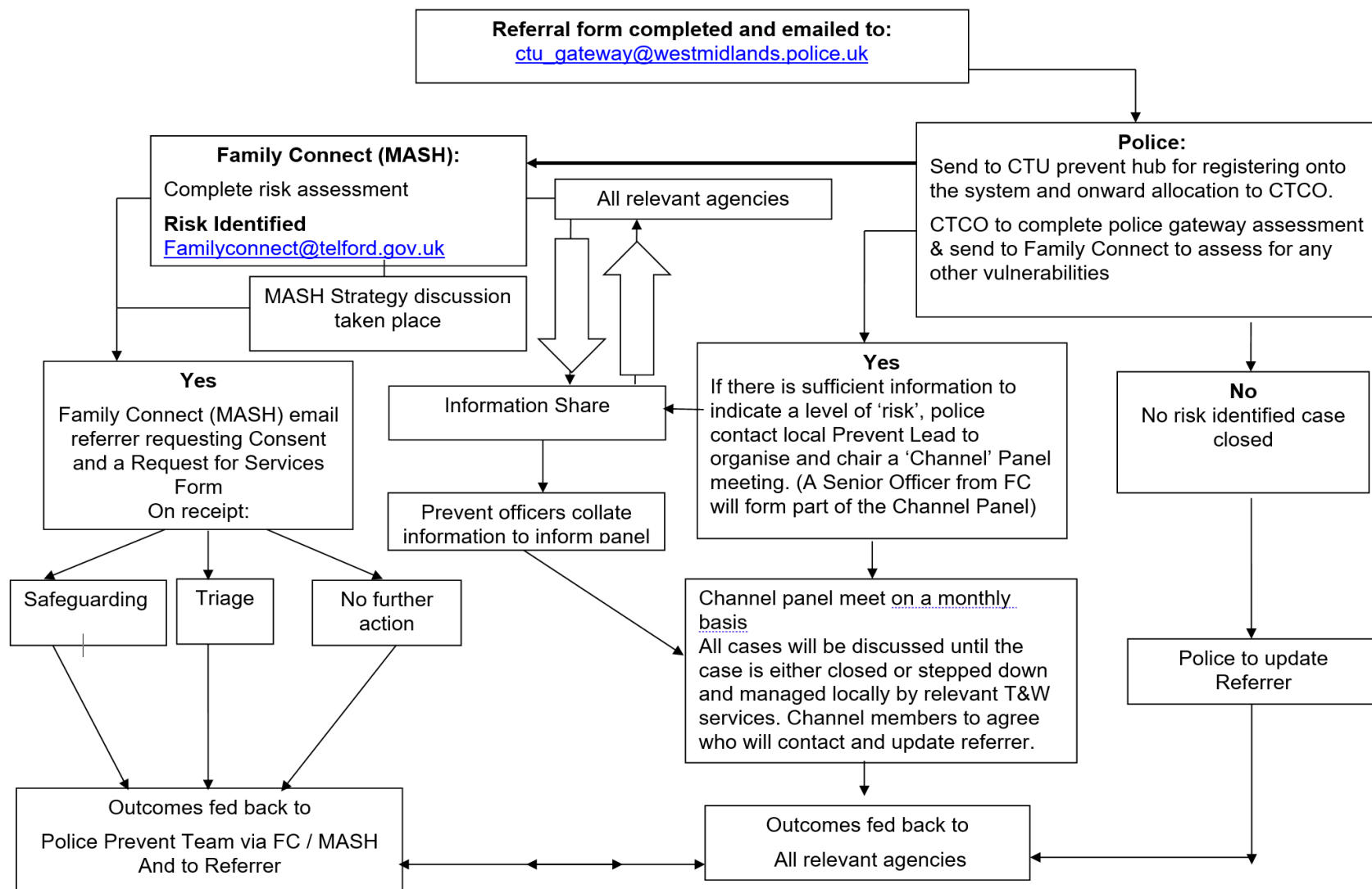
- Counselling
- BEAM
- Trailblazer project (non-acute mental health support)
- School Nursing team
- BeeU (CAMHS)

Through funding from the Department for Education, the welfare lead organises holiday activities for vulnerable pupils which have included trips to see a pantomime, trips to the beach and a summer camp residential.

On-site provider - Chipmunks

There is a private day nursery on site at Windmill that also provides wraparound care. They are a separate entity to school but share the same gates, access to Chipmunks is via their own intercom system. Chipmunks have their own DSL and safeguarding arrangements and there is a telephone link between school and nursery. In the event of a safeguarding emergency on site that requires lockdown or a fire evacuation, the telephone link will be used to notify the other setting.

Appendix 2 - Telford and Wrekin Prevent Pathway



Family Connect (MASH) will discuss with Police HAU to support the completion of a risk assessment at the earliest opportunity.

If referral is adult led and children are identified as being present / resident within the family home, the referral form will be shared with Family Connect along with all supporting evidence.

Safeguarding, Triage and No further action are key outcomes following the completion of *Request for services* form.

Agreed outcomes will be shared between Family Connect and the Police.

Appendix 3 - Key Safeguarding Personnel

Key personnel in Windmill Primary School

Role	Name	Contact details
Headteacher	Mark Gibbons	email: mark.gibbons@taw.org.uk tel: 01952 386360
The Designated Safeguarding Lead (DSL)	Mark Gibbons	email: mark.gibbons@taw.org.uk tel: 01952 386360
Deputy Designated Safeguarding Lead (DDSL)	Kizzie Coles	email: Kizzie.coles@taw.org.uk tel: 01952 386360
Other staff members trained to undertake the functions of the Designated Safeguarding Lead	Melanie Dexter Debbie Cambridge Hayley Richards	email: Melanie.dexter@taw.org.uk debbie.cambridge@taw.org.uk Hayley.richards@taw.org.uk tel: 01952 386360
Mental Health Lead	Debbie Cambridge	email: debbie.cambridge@taw.org.uk tel: 01952 386360
Designated Teacher for Looked After and Previously Looked After Children	Debbie Cambridge	email: debbie.cambridge@taw.org.uk tel: 01952 386360
Nominated Safeguarding Governor	Jenny Edge	email: jenny.edge@taw.org.uk tel: 01952 386360
Chair of School Standards Committee	Alison Lamputt	email: john.prockter@taw.org.uk tel: 01952 386360