

### **Training/induction and information sharing**

The school ensures that all members of staff (including admin staff and lunchtime staff) receive the statutory Safeguarding training every three years. Senior Leaders, FSAs and the OOSC manager have all had the level 2 training, which is refreshed every 2 years.

There are notices up in school which detail who the designated safeguarding leads are so that staff, parents and children are aware. Staff also have lanyards detailing this information. There is a safeguarding board in the staffroom.

The HT or AHT (SENDCo) attends the DSL meetings run by the LA to keep abreast of updates and developments and ensure school practice reflects these. The school has a thorough safeguarding audit to ensure all aspects of best practice are in place within the school.

The school offers additional training on top of the statutory requirements. The first INSET day of each academic year is dedicated to our school procedures and KCSIE updates. The first agenda item on all meetings is safeguarding; Key terminology is recapped and staff are able to share any safeguarding concerns over particular children that other staff need to be aware of. All members of staff have recently updated their Prevent training.

There are bi weekly safeguarding review meetings; the DSLs, FSA, attendance officer & OOSC manager are all invited.

The HT, DHT, SENDCo/AHT and some governors have completed the 'Safer Recruitment' training. The Bursar is responsible for ensuring the 'Single Central Record' is in order and this is signed off termly by the HT and Chair of Governors.

Volunteers undergo the relevant DBS checks. They are provided with a 'Safeguarding book mark' which details a succinct summary of the 'Dos and Don'ts' in the event of a child making a disclosure.

At induction, all staff are made aware of the schools' Safeguarding policies and procedures. They are told who to report safeguarding concerns to and how. Staff are also required to read the 'Keeping Children Safe in Education' DfE publication and are made aware of the annual updates to this document.

### **Attendance**

Attendance at Owlsmoor is good in comparison to national figures. Any unexplained absences are followed with phone calls and home visits if necessary. If attendance drops below 96%, parents are sent a letter home to inform them that attendance needs to improve. If a child has persistent poor attendance (below 90%), parents are asked to attend a meeting with the HT to agree an 'Attendance Action Plan'. The HT, AHT/SENDCo, FSAs and attendance officer meet regularly to review the list of pupils with attendance below 96% Some of these pupils may be added to out Vulnerable children list and monitored accordingly. The FSA will try to engage the parents of persistent absentees. The school will issue 'Fixed Penalty Notices' for holidays during term time.

## **Owlsmoor Primary School**



### ***Safeguarding 'In a Nutshell'***

#### **Record Keeping**

The school uses CPOMs to record all concerns, discussion or decisions around safeguarding. Any issues of bullying or racial/homophobic discrimination are reported to the HT. These are also recorded on CPOMs.

There are Cause for Concern forms and Body Maps stored centrally in the staffroom. Staff can fill these in if they wish to discuss their concern with a DSL/DDSL before the information is added to CPOMs.

All staff have a CPOMS log in and have had training in how to use it and how to record information professionally.

Prior to attending child protection meetings regarding particular children, a DSL/DDSL will ask the class teacher to complete a 'Welfare Check' form detailing how the child is getting on (e.g. academic performance, support at home, behaviour, appearance). This information is then shared with the parents and the relevant professionals.

#### **Risk Assessments**

Before taking children on any off-site visits, the group leader will complete a risk assessment using 'Evolve'. This will then be sent for approval by the HT or LA depending on the distance of the destination. The school also has its own 'School Trips Guidance' with a check-list for teachers to ensure they are fully prepared for off-site visits.

At induction, all staff are given a Health and Safety briefing which includes details of what to do in the event of a fire alarm and the Broadmoor alarm.

The school has a number of staff who have attended relevant First Aid training and there are designated First Aid areas at playtimes and lunchtimes. Injuries are recorded in a First Aid log and parents are notified through slips or phone calls home. Medication is stored in the school office and requires parental consent/instructions. Accident forms are completed in the event of any more serious injuries. Health Care plans for children with particular needs are shared with the relevant staff and are displayed in the staffroom. The school seeks specialist medical support/training from the school nurse as required.

### **Pastoral Support**

The school employs two FSAs. Their role is to provide support for families who are in need – this may involve direct work with children, or providing support, strategies and advice for parents.

Each class has an 'feelings Box/ask it basket' – children are able to post any comments/feelings that they may have in the box for their class teacher to see.

Our vulnerable children are monitored on a weekly basis by the FSAs. They are able to access a range of therapeutic interventions such as ELSA sessions or Outside Enrichment. The school also enlists the support of external services, such as Daisy's Dreams who support children following bereavements, as required.

### **Behaviour**

The school has a clear behaviour policy. This is shared with new staff during their induction. Each class has a 'Class Charter' clearly on display and there is also a 'Playground Charter' on display outside – the charters serve as a code of conduct for behaviour. Phase leaders monitor 'Behaviour Slips' for the classes in their phase every half term – they then address any issues that emerge from these (e.g. children with several slips).

A support plan will be written for any child who shows dysregulation on an ongoing basis. The plan will incorporate the child views and will be written in collaboration with relevant staff and parents.

The school also has several members of staff who are 'Team Teach' trained – this training focuses on de-escalation, and positive handling. Restraint is only ever used as an absolute last resort and to ensure the safety of children and staff involved. Exclusions are used as a last resort and are not a frequent occurrence – the school keeps a log of these and they are reported to the LA.

We have play leaders, playtime pals and a lunchtime club run by the FSAs to support children during this unstructured time. We also run a play group at playtime which is run by the FSAs and TAs. Children with significant needs will have 1:1 support at play and lunchtime.

The school works in close partnership with parents in relation to children's behaviour and needs. We try to involve them in all decisions and interventions and take their views into account when supporting their child.

<b><u>Key to Abbreviations</u></b>	
<b><u>Abbreviation</u></b>	<b><u>Meaning</u></b>
AHT	Assistant Headteacher
DBS	Disclosure and Barring Service
DHT	Deputy Headteacher
DSL/DDSL	Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead
ELSA	Emotional Literacy Support Assistant
FSA	Family Support Advisor
HT	Headteacher
LA	Local Authority
OOSC	Out of School Club
SENDCo	Special Educational Needs & Disabilities Co-ordinator
TA	Teaching Assistant