



Ravensdale Junior School

Safeguarding Handbook





Safeguarding on a page

Children and adults feel safe, children and adults are safe.

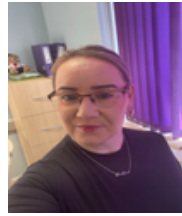
School DSL Team



H. Tarrant
Executive Head



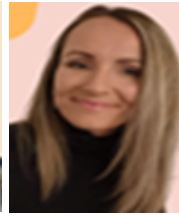
A. Badwal
Head of School



J. Martin
DSL



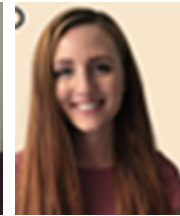
G. Wright
Deputy Head



S. Staley-West
Assistant Head



S. Hayford
SENCO



K. Scolah
HLTA



H. Fordham
Governor

At Ravensdale Junior School we put safeguarding at the heart of everything. We are committed to safeguarding children. All staff are expected to share this commitment. Staff take all welfare concerns seriously and encourage children to speak out about anything that worries them, always acting in the best interests of the child.

Safeguarding Themes

- Child Protection
- FGM
- Educational Visits
- School Security
- Discrimination
- Specific abuse e.g racial
- Drug and substance abuse
- Supporting children with medical needs
- Lone working
- School buildings and environments
- Bullying
- Peer on peer abuse
- First aid
- Harassment
- E safety
- Forced Marriage

Staff and visitors must always immediately inform the Designated Safeguarding Lead (DSL) if there is a suspicion or concern:

- That a child is injured, marked, or bruised in a way which is not considered to be normal knocks or scrapes received in play.
- That an explanation given for injuries which appears inconsistent or suspicious.
- Behaviours which give rise to suspicions.
- That a child may be suffering from inadequate care, ill treatment, or emotional.
- That a child is presenting signs or symptoms of abuse or neglect.
- Significant changes in a child's presentation, including non-attendance.
- A hint or disclosure of abuse about or by a child / young person.
- Regarding person(s) who may pose a risk to children e.g. living in a household with children present.
- Which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).
- That a child is at risk of forced marriage, honour-based violence or female genital mutilation (FGM).
- Regarding the behaviour of a member of staff.

My Concern.

Staff must record using the online system.

Please ensure that only safeguarding concerns are recorded – behaviour issues should be recorded on Scholar pack and SEND information on Insight. Ensure that reports are written clearly and are factual as they could end up being used in court.

If you do not have access to My Concern please complete a form which is available on the staff notice board and submit it to one of the Designated Safeguarding leads.(above.)

Where do we find safeguarding information?

Safeguarding board in the staff room . Policies on shared drive and website. Visitor information for visitors

Training

Staff must complete safeguarding training through TES Training and keep upto date records.

Safeguarding is everyone's business





Safeguarding Roles



- **DSL**
- **School trips**
- **Residential**
- **Filtering and monitoring**
- **PREVENT**



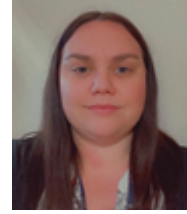
- **DSL**
- **School trips**
- **Residential**
- **Filtering and monitoring**
- **Out of hours rota**



- **Deputy DSL**
- **School trips**
- **Residential**
- **Out of hours rota**
- **Visitors**



- **Deputy DSL**
- **School trips**
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- **Visitors**



- **LAC**
- **SEND**
- **DDSL**
- **Out of school hours rota**



- **EVC**



During out of hours school time – incidents will be reported and sent to the shared email address. Monitored by DSLs and Trust.

When pupils are out of school on trips and residential, a nominated DSL will be in constant contact

During holiday periods, nominated DSLs will cover days on a rota basis.



The safeguarding team at the Trust will be available and a point of contact for the Ravensdale safeguarding team.

Allegations against staff or volunteers

Anyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues.

- Concerns expressed by staff, children, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.
- Behaving in a way that has harmed a child, or may have harmed a child;
- Possibly committing a criminal offence against or related to a child;
- Behaving towards a child or children in a way that indicates he or she would pose a risk of harm to children.



Reporting A Concern to the Designated Safeguarding Leads



Any concern should be discussed in the first instance with one of the DSLs or in their absence the Head of School, as soon as possible. If at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care or the police immediately. Under Keeping Children Safe in Education guidance, it is made clear that all staff should know how to make a referral. The National Police Chief Council (NPCC) have produced guidance of when to call the police, it also gives guidance of what you can expect to happen when you do make a report.

Immediate Response to the child



It is vital that our actions do not harm the child further or prejudice further enquiries, for example:

Listen to the child, if you are shocked by what is being said, try not to show it. It is OK to observe bruises but not to ask a child to remove their clothing to observe them. Do NOT take photos of any injuries or marks – this is the role of the Police or Social Care if it is deemed necessary.

If a disclosure is made



- Accept what the child says.
- Stay calm, the pace should be dictated by the child without them being pressed for detail by asking leading
- Questions such as "what did s/he do next?" It is your role to listen – not to investigate.
- Use open questions such as "is there anything else you want to tell me?"
- be careful not to burden the child with guilt by asking questions like "why didn't you tell me before?"
- Acknowledge how hard it was for the child to tell you.
- Do not criticise the perpetrator, the child might have a relationship with them.
- Do not promise confidentiality, reassure the child that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the child's age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as "I'll stay with you all the time" or "it will be all right now".
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns about a child.

Recording Information

- All concerns should be reported using MyConcern.
- All staff members have a secure password to access to MyConcern from any web enabled device that is linked using a school email address. Personal email addresses are not to be used, and the Trust DSL's will audit this.
- If the concern is urgent then this should be recorded promptly and flagged as urgent on MyConcern.
- All concerns should be followed up with a conversation with a DSL, urgent concerns should be followed up with a conversation immediately.
- All concerns should be logged before you leave the premises on that day.
- All concerns should be categorised consistently with the agreed transform categories.
- For those staff members who do not have access to MyConcern a paper version of the form will always be available and must be completed and returned to the DSL as per the school policy (as above).



All concerns should



- Note the date, time, place and context of disclosure or concern, facts and not assumption, opinion or interpretation.
- If it is observation of bruising or an injury try to record detail, e.g., “right arm above elbow” must be recorded on the Body Map function on MyConcern (paper body maps may be used and uploaded to the file). Do not take photographs under any circumstances.
- Note the non-verbal behaviour and the key words in the language used by the child (try not to translate into ‘proper terms’).

Supporting Children



- The staff, Transform Trust and Governors recognise that a child or young person who is abused or witnesses’ violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances children might feel helpless and humiliated, and that they might feel self-blame.
- We recognise that this school might provide the only stability in the lives of child’s who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn. We regularly update training and briefings to ensure all staff are as equipped to spot potential signs of abuse or neglect as possible.
- The school will support all child’s by discussing child protection cases with due regard to safeguarding the child and his or her family; supporting individuals who are, or are thought to be, in need or at risk in line with NCSCB procedures; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; promoting a caring, safe and positive environment.
- We recognise that the provision of the right help at the right time is a key element of our wider safeguarding responsibilities.

Confidentiality




- The personal information about all of the child’s family is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will adhere to the Data Protection policy and guidance.
- KCSIE 2024, makes it clear that the Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe (KCSIE paragraph 119).
- Staff understand that they need know only enough to prepare them to act with sensitivity to a child and to refer concerns appropriately. The DSL and Headteacher will disclose information about a child to other members of staff on a need-to-know basis only. It is inappropriate to provide all staff with detailed information about the child, incidents, the family, and the consequent actions.

Staff must be aware

They cannot promise a child complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other child’s safe.

Where there are concerns about a child’s welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a child’s welfare, or if a child discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff must speak to their Designated Lead with a view to passing on the information. All staff should ensure that they are familiar with the list in paragraph 18 (KCSIE 2024) which outlines who may need early help.



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Children missing in education.



A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation. There are many circumstances where a child may become missing from education.

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Safeguarding in the Curriculum

Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our broad and ambitious curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding, and skills that significantly impact personal development, behaviour, and welfare, and equips every child with the knowledge and skills required for personal safeguarding.



Our PSHE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however, some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age-appropriate level, or at a small group or 1:1 level where a more urgent need arises.



We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas, and concerns. We give pupils' opportunities across the curriculum to explore values, personal rights, responsibilities, and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism. There are many opportunities throughout our learning in school to explore safeguarding issues.



Practical Safeguarding Opportunities

These include:

- Road and rail safety (including out of school visits, bike-ability, work with police officers in the community)
- Poolside and water safety through swimming lessons Fire awareness (including visits from the local fire service)
- Visits to school from medical staff and extra transition support for Y6 pupils. Visitors from our local community that celebrate diversity for example local religious leaders.
- Work from local voluntary sector services particularly around safe transition to Secondary school
- Plays and shows worked with the Police Community team regarding exploitation and appropriate community behaviours.
- Online safety quizzes and training for staff.
- Visits and experiences incorporate "Stranger Danger" , being safe in the outdoors, what to do if?? What to do if you are separated from your group (in relation to school visits) E safety focuses and safe use of technology including password security and privacy settings





We have developed an open and safe learning environment in which pupils express their views, seek help, and help others. The promotion of equality of opportunity and diversity, for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour.



Our children learn to not tolerate any prejudiced behaviour. Our behaviour policy promotes respecting others and taking responsibility for our words and actions. Class times are a time for sharing ideas, addressing concerns, and promoting important values. Assembly time is used to promote personal safeguarding matters and explore themes. For example, we talk about anti-bullying including cyber bullying and British values including how these values are promoted in our multi-faith society. Staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Our school reflects the diversity of pupils' experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups.



Throughout the curriculum, there are planned opportunities to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those with no faith), races, genders, ages, disabilities, and sexual orientations, through their words, actions and in their influence. Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes are highlighted through novels in English lessons



Time is taken at the beginning of every new school year to reaffirm school values, expectations, and rules for being part of Team Ravensdale. This good start to the year, with everyone clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes

