



Shankhill C of E Primary School

Our vision: Creative learning, personal achievement and happiness.

Enabling every child to flourish and 'to live life in all its fullness'. (John 10:10)

OVERARCHING SAFEGUARDING **STATEMENT** **2023**

This Statement will be reviewed as and when required.



*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

Our vision is everything you will see within our daily school life: all children flourishing through the many opportunities and challenges they are presented with.

We educate the whole child to be 'the best me I can be': for learning and as a person.

Our school community, based on Christ's teaching, seeks to develop, in each child, a vision of human flourishing, built on wonder, kindness, gentleness, excellence and academic rigour, explored through moral and creative learning experiences. Our curriculum supports and shapes the development and character of the whole child. We do this by exploring British Values, and our Christian Vision, Values and Virtues which permeate our vision for education in Shankhill Church of England Primary School.

We aim to develop the vocabulary, knowledge and skills, alongside the character and spirituality, attitudes and learning behaviours needed for success in our ever-changing world. Throughout our school and curriculum offer, our clear Vision, Values and Virtues support our children to become curious, confident, resourceful and happy learners who have the necessary knowledge, communication skills, emotional literacy and characteristics that enable them to flourish and live life in all its fullness, now and throughout their lives.

Values



Virtues – ME Flourishing - MY Spiritual Capacities

<p>Be hopeful and optimistic Have aspirations for my future. Be guided by my own beliefs and values. Persevere and have courage. Cope wisely. Enable healing, repair and renewal.</p>
<div style="background-color: #ffcccc; padding: 5px; width: 30%;"> <p>Reflect, learn and grow following experiences of failure as well as success. Be willing to take on challenges and take risks. Be curious and open minded when exploring life's BIG QUESTIONS. Be intrigued by mystery and be open to an awareness of the mysteries of life and religion.</p> </div> <div style="text-align: center;"> </div> <div style="background-color: #ccccff; padding: 5px; width: 30%;"> <p>Living well together with good friendships and relationships. Be ready to say sorry when mistakes are made. Forgive myself. Forgive others. Be encouraging, kind and compassionate. Service and generosity towards others.</p> </div>
<div style="background-color: #ccffcc; padding: 5px; width: 30%;"> <p>Know me - be self-aware Show dignity and respect. Learn trust and responsibility. Understand and celebrate difference. Value every person and living thing for its unique worth. Understand and empathise with the experiences of others in school, the community and the wider world.</p> </div> <div style="background-color: #ccffcc; padding: 5px; width: 30%;"> <p>Love me, care for me. Believe in my potential to achieve. Harmony and justice. Find inner strength and resilience when facing challenges. Be comfortable with stillness and silence. Be open to engage in reflection, meditation or prayer.</p> </div> <div style="background-color: #ffccff; padding: 5px; width: 30%;"> <p>Appreciate and be thankful for what is good in the world. Be imaginative and creative. Appreciate the beauty in the world. Be alive to experiences of 'awe and wonder', fascination, amazement and delight.</p> </div>

Our Mission Statement

Within our ethos:

- Our school will develop in each child a respect for others and the distinctively Christian environment we all share, so that they may become responsible, well-rounded young people;
- School will be enjoyable within a caring atmosphere in which learning will be exciting, creative and inclusive.

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	KAHSC Version Description	Date of Revision
1	Original	Nov 2011
2	Amended to include details of how to make a referral to the Disclosure and Barring Service	Dec 2012
3	Amended to include changes to statutory guidance Keeping Children Safe in Education April 2015 and Working Together to Safeguard Children March 2015	April 2015
4	Updated as a result of publication of 'Keeping Children Safe in Education' – September 2018 and Ofsted's Inspecting Safeguarding in Early Years, Education and Skills Settings, September 2018	September 2018
5	Updated as a result of publication of 'Keeping Children Safe in Education' – September 2019 and Ofsted's Inspecting Safeguarding in Early Years, Education and Skills Settings, September 2019 and changes to create the Cumbria Safeguarding Children Partnership (SCP) from 29 September 2019	October 2019
6	Updated to reflect changes made in Keeping Children Safe in Education 2020.	September 2020
7	Updated to reflect changes made in Keeping Children Safe in Education 2021.	September 2021
8	Updated to reflect changes made in Keeping Children Safe in Education 2022 and new KAHSC Policies and procedures	September 2022
9	Updated Hub and external links only.	September 2023

Introduction

This Safeguarding Statement has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes the DfE statutory guidance [Keeping Children Safe in Education](#); the DfE [Statutory Framework for Early Years Foundation Stage](#) and [Working Together to Safeguard Children](#). The school will also refer to and follow the guidance and procedures developed by the Cumbria Safeguarding Children Partnership (CSCP).

Because of our close day to day contact with children, education staff have a crucial role to play in helping to promote safety, reduce risks and to identify welfare concerns and indicators of possible abuse and neglect at an early stage.

The Governing Body and staff of Shankhill CE Primary School (hereinafter referred to as 'the school') take seriously our responsibility under Section 175 Education Act 2002 (Section 157 for independent schools) to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Our Statement and supporting Policies and procedures relate to all members of the school community including pupils, staff, Governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum, within PHSE and within the safety of the physical environment provided for the pupils.

Definition of safeguarding

The statutory guidance '[Working together to Safeguard Children](#)' defines the term Safeguarding as "protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes".

Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including pupils' health, safety and wellbeing including their mental health; managing behaviour and the use of reasonable force; meeting the needs of pupils with medical conditions; meeting the needs of children who have special educational needs and/or disabilities; providing first aid; educational visits; intimate care and emotional wellbeing; online safety and associated issues; and appropriate arrangements to ensure school security, taking into account the local context.

It includes issues for schools such as neglect; physical abuse; sexual and emotional abuse; face to face, prejudice-based and discriminatory bullying; racial, disability, and homophobic or transphobic abuse; risks linked to using technology and social media, including cyber/online bullying, the risks of being groomed online for exploitation or radicalisation, and risks of accessing and generating inappropriate content e.g. the sharing of nude and/or semi-nude images and/or videos; child on child abuse (such as sexual violence and sexual harassment between children); gender-based violence/violence against women and girls; radicalisation and/or extremist behaviour; children missing education; child sexual exploitation and trafficking; child criminal exploitation including county lines; teenage relationship abuse; substance misuse; issues that may be specific to a local area or population, for example gang activity and youth violence; and particular issues affecting children including domestic violence, homelessness, so-called honour-based abuse (female genital mutilation, forced marriage, breast ironing etc.); fabricated or induced illness and poor parenting, particularly in relation to young children.

This Safeguarding Statement should therefore be read and understood alongside other school Policies and procedures which fall under the safeguarding 'umbrella' as listed at the end of this document. Related Policies and procedures can be found on the school website www.shankhill.cumbria.sch.uk.

All relevant Policies and supporting procedures will be reviewed in accordance with the latest DfE Guidance by the Governing Body (or the persons nominated by them to approve such documents) that has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead (DSL) will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility. The Chair of Governors will liaise with the Local Authority Designated Officer (LADO) and

partner agencies in the event of a concern/allegation made against the Head teacher or in a situation where there is a conflict of interest in reporting the matter to the Head teacher. There is also a nominated Governor who will take leadership responsibility for the setting's safeguarding arrangements.

Our school is a community and all those directly connected (staff, Governors, volunteers, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments from all these stakeholders contributing to this process.

Ethos

The School recognises the importance of providing an ethos and environment that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

The school will endeavour to support the welfare and safety of all pupils through:

- maintaining children's overall wellbeing as our paramount concern;
- ensuring the content of the curriculum includes social and emotional aspects of learning;
- developing and implementing procedures for tackling bullying (including face to face, prejudice-based, discriminatory and cyberbullying); racist abuse and harassment and ensuring these are included for discussion in the curriculum;
- ensuring that all aspects of child protection are included in the curriculum to help children stay safe; to understand what constitutes a healthy relationship both online and offline and to recognise when they don't feel safe;
- the provision of suitable support and guidance so that pupils have a range of appropriate adults to approach if they are in difficulty;
- promoting a culture and environment of openness, trust and transparency so that both children and staff feel comfortable to discuss matters of concern both within, and where appropriate, outside the school which may have implications for the safeguarding and welfare of children; where pupils can develop a sense of being valued and heard and where opposing issues and ideologies can be discussed in a controlled manner;
- working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;
- ensuring all staff (and, where appropriate, other adults) can recognise the signs and symptoms of abuse through ongoing training and support and are aware of the school's procedures for reporting concerns, lines of communication and whistleblowing procedures;
- promoting their spiritual, moral, social and cultural development and, within this, the concept and inclusion of fundamental British values;
- ensuring that staff and other adults are aware of the role of the DSL;
- provision of training for staff (paid and unpaid) and Governors which will be updated regularly and inclusion of child protection and other safeguarding issues in the induction of new staff and other adults/Governors;
- ensuring we practice safe recruitment in checking the suitability of staff, Governors and other adults including volunteers to work with children;
- ensuring that allegations or concerns at any level made against adults or other pupils in the school are dealt with quickly and appropriately and in line with other Policies and procedures;
- monitoring children who have been identified as having welfare or protection concerns, particularly those who are identified as 'carers' and those looked after and previously looked after by the Local Authority;
- keeping robust confidential records which are stored securely and shared appropriately with other professionals;
- ensuring we have adequate and appropriate procedures in place for responding to children missing education whether as a one-off occasion or persistent absenteeism;
- having arrangements in place to support children with special educational needs, disabilities (SEND) or other health conditions having regard to the [Special Educational Needs and Disabilities \(SEND\) Code of Practice](#) and have identified a member of staff to act as Special Educational Needs Co-ordinator (SENCO);
- developing effective and supportive liaison with other agencies;
- implementation of documented safeguarding and health and safety Policies and procedures including the organisation and arrangements for maintaining the health, safety and welfare of all those involved with the school, including pupils, which include:

- assessing risks to children and developing and implementing effective controls to prevent accidents, incidents and infectious diseases;
- ensuring there is sufficient first aid provision in the form of equipment and appropriately trained staff both in school, extended school sessions and on educational visits;
- ensuring that procedures in line with OEAP National Guidance <http://oeapng.info/> are followed and implemented in relation to learning outside the classroom/educational visits including the need for adequate planning, supervision and risk assessment;
- ensuring a clear Policy and procedures on supporting pupils with medical conditions is implemented to meet the needs of pupils with short or long-term medical needs and medication is only administered in accordance with school Policy and procedures and the DfE statutory guidance [Supporting Pupils with Medical Conditions](#);
- ensuring staff and other adults are familiar with the protocols for intimate care and maintaining dignity in line with school procedures;
- ensuring staff, pupils and parents are familiar with the Child on child abuse procedures and the Behaviour Policy and procedures which include the use of discipline, sanctions and rewards and which also focus on preventing and reacting to cases of bullying and cyberbullying both during and outside the school day;
- ensuring staff are aware of the definition of reasonable force, when this can be used and that sufficient staff have been trained in de-escalation and positive handling techniques;
- ensuring accidents are recorded, reported and investigated where necessary to prevent similar incidents from occurring;
- **IN RELATION TO EYFS PUPILS**
 - ensuring there is at least one person who has a current paediatric first aid certificate on the premises and available when EYFS pupils are present and must accompany children on outings (*we will choose training providers with a nationally approved and accredited first aid qualification or one that is a member of a trade body with an approval and monitoring scheme and training will cover the course content as for St John Ambulance or Red Cross paediatric first aid training and be renewed every three years*);
 - keeping a written record of accidents or injuries and first aid treatment and informing parents of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given;
 - notifying local child protection agencies of any serious accident or injury to, or the death of, any child whilst in our care, and must act on any advice provided by those agencies;
 - ensuring that any confirmed cases of coronavirus (Covid-19) in the setting (either child or staff member), and if the setting is advised to close as a result, is swiftly reported to Ofsted through the usual notification channels.
- inspection and maintenance of the grounds including trees and physical site security measures to safeguard pupils, staff and any other users of premises;
- inspection and maintenance of equipment, machinery and services in line with current legislation and manufacturer's instructions by competent persons with records held in the School Buildings Register;
- ensuring staff, and where relevant, other adults receive adequate induction and regular training and instruction in subjects which maintain the health, safety and welfare of themselves and others (including children) such as safeguarding and child protection; first aid, manual handling, moving and handling pupils, positive handling, food hygiene, use of machinery, safe use of hazardous substances, physical education, educational visits, fire safety, risk assessments etc.;
- staff and children receive regular instruction in fire safety and participate in regular fire drills/practices;
- ensuring hazardous substances including asbestos containing materials, radon and water hygiene (legionella) risks are managed in line with relevant legislation;
- ensuring meals, snacks and drinks provided to children are healthy, balanced and nutritious and ensuring fresh drinking water is always available;
- obtaining information before a child starts school about any special dietary requirements, food allergies and special health requirements, and ensuring all relevant personnel are aware of these;
- ensuring there are suitable facilities for the hygienic preparation of food and ensuring that those responsible for preparing and handling food are competent to do so;

- securely maintaining pupil data, including digital images in line with the Data Protection Act 2018/UK General Data Protection Regulations (UK GDPR) and school procedures;
- ensuring appropriate online safety protocols are in place including Acceptable Use Agreements for pupils, staff and Governors;
- ensuring appropriate monitoring and filtering protocols are in place to provide the highest levels of online safety to both pupils and staff;
- ensuring online, internet and communication safety is included in the curriculum in line with school Policy and procedures to enable children to access technology safely;
- ensuring that the use of mobile technologies (including phones and cameras and smart watches) by pupils, staff and others is managed effectively in line with school Policy and procedures are in place to prevent and manage instances of cyberbullying and sexting both during and beyond the school day;
- ensuring children are adequately supervised during the school day (including break times and before and after school), extended school sessions and on off site visits;
- ensuring there is adequate pedestrian-vehicle separation on school grounds;
- ensuring only local transport, where seat belts are fitted, is hired and ensuring children wear the seatbelts;
- ensuring appropriate child restraints are used in private vehicles transporting pupils on behalf of the school;
- ensuring vehicles in which children are being transported, and the driver of those vehicles, are adequately insured;
- ensuring we only release children into the care of individuals who have been notified to us by the parent, and will ensure that children do not leave the premises unsupervised;
- in line with our security risk assessment, ensuring we take all reasonable steps to prevent unauthorised persons entering the premises and appropriately challenge those we do not recognise;
- ensuring the dangers of the sun form part of the PSHE/science curriculum; parents are informed of school sun safety procedures and staff are proactive in sun safety measures.

Partnerships with others

Schools do not operate in isolation. The welfare of children is the corporate responsibility of the entire Local Authority, working in partnership with other public agencies, the voluntary sector and service users and carers. All Local Authority services have an impact on the lives of children and families, and Local Authorities have a particular responsibility towards children and families most at risk of social exclusion.

The school recognises that it is essential to establish positive and effective working relationships with other agencies. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. The school follows LA inter-agency safeguarding procedures (as endorsed by the Cumbria Safeguarding Children Partnership), will work within the [Cumbria SCP Multi-agency Threshold Guidance](#) and has links with the Local Authority, the Integrated Care Board for the area, the local Police, Children's Centres and the Education Social Care Service.

We recognise the importance of information sharing between professionals and local agencies and take account of guidance issued in [Working together to safeguard children](#); [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) and the Cumbria SCP [Information Sharing Protocol](#).

Where it is believed that a child is suffering from, or is at risk of, significant harm, we will follow the referral procedures as outlined on the Cumbria SCP website and within the **School Child Protection Policy and procedures**. In other cases where the child or family would benefit from early intervention, we will put in place appropriate 'early help' strategies, working with other agencies as appropriate and where necessary.

Training and support

Our school will ensure that the DSL and deputy DSL attend suitable child protection training which is updated every 2 years; all staff including the Head teacher, the designated teacher (looked-after and previously looked-after children), the designated Governor/the Governing Body receive safeguarding and child protection training (including in relation to online safety) at induction (relevant to their roles) which is updated regularly. In addition,

all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All other adults who work in the school and/or with children will undertake appropriate child protection awareness training to equip them to meet their responsibilities for child protection effectively.

The DSL has attended/undertaken Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation and extremism. Other staff to receive this training will be determined through risk assessment.

There is a designated Health and Safety Coordinator in school who has received appropriate training in relation to their role e.g. IOSH Managing Safely in Schools training or similar.

There is a Designated Mental Health Lead in school who is also the DSL will work with the DSL when children are identified with mental health concerns.

Although this is now no longer a legal requirement, in accordance with good practice guidelines, there is also a designated Educational Visits Coordinator who has received training and refresher training in planning and managing off-site visits.

There is a staff training plan in place to ensure all relevant staff receive appropriate training as per legislative requirements and good practice to protect both themselves and children. Designated staff training will include for example health and safety induction; first aid; supporting pupils with medical needs including general awareness training; training in the administration of medication and any training regarding complex medical needs of children (from a medical professional as necessary); asbestos management; fire safety; positive handling; moving and handling; minibus driving; risk assessment; food hygiene; safe use of machinery and other training commensurate with the roles and responsibilities of staff.

Professional confidentiality

Our school has a clear confidentiality statement that forms part of the School Child Protection Policy and procedures which is reviewed annually by the full Governing Body, is discussed with all staff and shared with all working (paid and unpaid) adults within the school.

Safe recruitment and selection

The school pays full regard to the DfE statutory guidance [Keeping Children Safe in Education](#). The Governing Body will deter and prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to carry out appropriate checks on staff or others who work (paid or unpaid) unsupervised with children, taking proportionate decisions on whether to ask for any checks beyond what is statutorily required and ensuring those without full checks are appropriately supervised. The school has a written Recruitment, Selection and Pre-Employment Vetting Policy and procedures in place. In line with the School Staffing (England) Regulations 2009 the Governing Body ensures that at least one person on any appointment panel has attended safer recruitment training.

Further details can be found in the ***School Child Protection Policy and procedures and the School Recruitment, Selection and Pre-Employment Vetting Policy and procedures.***

Related school policies

(to be read and followed alongside this document)

- Child Protection Policy and procedures
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Behaviour Policy including procedures for preventing and dealing with bullying (in all its forms) and discrimination, unacceptable behaviour, drug misuse etc.
- Attendance Policy and procedures
- Suspension and Permanent Exclusions Policy and procedures
- Relationships Education, RSE and Health Education Policy and procedures

- Recruitment, Selection and Pre-Employment Vetting Policy and procedures including the Single Central Record (restricted access)
- Supporting Pupils with Medical Conditions Policy and procedures
- Code of Conduct for staff and others who work with children
- Single Equality Scheme/Equality Objectives
- Data Protection Policy and related Privacy notices
- Accessibility Plan
- SEND Policy/Information report
- Guidance on the Use of Photographic Images
- Safeguarding, Health and Safety Induction procedures
- Positive Handling procedures
- Missing Child procedures
- Intimate Care procedures
- Educational Visits procedures
- First Aid and Accident Recording and Reporting procedures
- Emergency procedures (including Lockdown procedures and cyber response plan)
- Risk Assessments (incl. Fire Safety)
- Premises Management including security measures (formal Inspections and Buildings Register/Maintenance records)
- Hire Arrangements
- Safeguarding Children – Contractors Code of Conduct leaflet