



Our safeguarding approach

Intent

Safeguarding is our top priority and at the heart of all that we do at Teagues Bridge. We are committed to ensuring the welfare, safety and well-being of all children and staff within our school. Safeguarding is everyone's responsibility, and all staff are professional curious and share the mindset that it could happen here.

Teagues Bridge ensures they are aware, and staff are aware of the local safeguarding risks withing the local community alongside Telford and Wrekin Safeguarding partnership priorities which includes early help, domestic abuse, neglect, exploitation, and child-on-child abuse. This ensures that we can fully support children and families.

We work hard to support our local community in whichever way we can, applying contextual safeguarding and working with families and agencies to bring about the best support for every situation. Our inclusion mentor and mental health lead work alongside children and families, offering early intervention to minimise the need of crisis intervention.

We intend to:

- Support all pupils who may have been or are at risk of abuse
- Provide a place where children feel safe and secure
- Ensure all staff and governors are trained and fully committed to safeguarding and prompting the welfare of all pupils
- Ensure Child Protection concerns are dealt with sensitively following policies and procedures
- Fully promote the Relationships and Behaviour and Anti-bullying policies
- To teach children about the importance of healthy and appropriate relationships as part of the impact of CSE and CCE within Telford and Wrekin.
- Take the view that 'It can happen here'.
- Create a school free of all kinds of discrimination, harassment and intolerance.
- Support all children at risk or with vulnerabilities including; SEND, EAL, LGBTQ+, LAC and PLAC children, mental health, children who are persistently or severely absent from education, children of parents who misuse drugs or alcohol, domestic abuse and parental illness.
- Reduce the impact of COVID-19 and other illness on children's safety through following Government and Public Health guidelines. We use assemblies and PSHE sessions to discuss the importance of personal hygiene.
- Fully support the mental health agenda and recognise the importance of mental health.

- Develop safe practice amongst all our pupils, e.g. while using the internet, while engaged in potentially hazardous or unhealthy activities or with respect of issues that may arise from others in the local community.
- Foster an ethos where children are listened to when discussing their concerns about safeguarding issues.
- Train all DSL's and cover safeguarding as part of the induction process.
- Make safeguarding the highest priority in our school. There is a safeguarding leaflet and card for visitors, DSL posters around school, as well as a children's safeguarding board, SAS Crew.
- Support parents with online safety
- Offer breakfast club and after school clubs to support children and families.
- Support families with uniform where needed.

Implementation

Safeguarding in our school is the responsibility of all staff, governors, parents/carers and pupils. Staff and governors are committed to undergoing annual safeguarding training and have an awareness of the correct policies and procedures to follow when concerns arise. Regular internal safeguarding training and updates, refreshers, Friday briefings and questionnaires are carried out with all members of staff. Safeguarding is an agenda item on the weekly briefing and SLT meetings. Half termly DSL supervision takes place. We understand that supervision is an important process in safeguarding our DSL's. We have a facility on CPOMS which allows the reporter to click for supervision should they feel they need it.

We have a health and safety link governor, carrying out audits, talking to children and checking the single central record. Safeguarding reports feature in the termly headteachers report to governors and is discussed as part of the termly full governing body meetings: this ensures that safeguarding remains a high priority, compliance is checked out, and the culture of safeguarding is robust and effective.

The DSL's and the headteacher are the named attendance champions who work closely with the school office staff and the Education Welfare Officer to monitor and respond to concerns regarding attendance.

How we implement our safeguarding intent:

- The school values are linked to the school culture of respect and explicitly taught to children and demonstrated by staff as well as pupils.
- Developed a curriculum rich in British Values that teaches about diversity, equality and democracy.
- Our RSE curriculum prepares children for changes to their body and also about positive relationships and friendships.

- Mental health and emotional well-being is an important part of safeguarding and we have forms for both staff and children to complete and check in sessions every morning for children and every week with staff.
- Safeguarding children's board, called SAS (Safe and Secure) Crew. This represents a cross section of pupils from across upper Keystage 2. These pupils work with the DSL's and Headteacher to respond to areas of need and educate their peer about safeguarding.
- We have a curriculum that helps children understand how school keeps them safe whilst in the classroom and beyond. It is embedded into lessons through the jigsaw materials, assemblies, themed days/weeks and focused workshops from external providers, e.g., NSPCC, Snap trap and Loud mouth, proving pupils with the skills to equip them to stay safe and know how to respond to personal concerns.
- SAS crew deliver workshops around Child-on-Child abuse and the PANT campaign for KSI.
- Rigorous risk assessments are in place to support Child-on-Child abuse, there is also a very detailed action plan and support plan to support both parties involved in any Child-on-Child abuse incident.
- Safeguarding key messages are shared with parents /carers via the Friday newsletter. Top tips are regularly shared with parents on E-safety and reminders to staff about the importance of professional curiosity and record keeping.
- Data is collected from pupil voice, parent questionnaire and staff questionnaire, these are linked to specific areas of safeguarding.
- SAS crew speak regularly to children about where they feel safe and where they don't feel safe.

Impact:

- Parents are confident to raise concerns with the school.
- Staff are confident to follow the whistleblowing policy and raise concerns.
- Children are confident to raise concerns regarding their friends, in relation to online safety and child-on-child abuse.
- Children can confidently talk about the nine protected characteristics related to race, gender, and sexuality. This has been noted by our school advisor relating to personal development, behaviour and safety.
- Supervision sessions allow staff to reflect on actions and to raise worries they may have over a certain case. It holds DSLs to account ensuring actions are met in a timely manner.
- Regular monitoring of CPOMS allows the DSL team to identify trends and areas for development in terms of record keeping.
- The link governor of safeguarding checks that we are compliant with safeguarding; checking the single central record termly, monitoring the safeguarding page on the website and checking policies and procedures are up-to-date and relevant.

- Pupil questionnaire conducted in March 2023 provide a reassuring picture that children feel safe at school. 100% of children said they understand Child-on-Child abuse and know how to report this.
- The school's effective safeguarding culture is confirmed by the local authority audit in July 2023. Outcomes identify the school's commitment to making safeguarding a priority.